

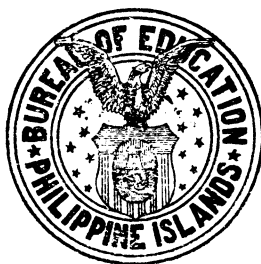
BULLETIN No. 29, REVISED—1911
BUREAU OF EDUCATION

CONSTRUCTIVE LESSONS IN ENGLISH

DESIGNED FOR USE IN
INTERMEDIATE GRADES

BY

MARY HELEN FEE



MANILA
BUREAU OF PRINTING
1911

BULLETINS ISSUED BY THE BUREAU OF EDUCATION.

1. The Philippine Normal School, Catalogue for 1903-4. English and Spanish. April, 1904. (Edition exhausted.)
2. A course of Study in Vocal Music for Vacation Normal Institutes. May, 1904. (Edition exhausted.)
3. The Philippine School of Arts and Trades, Prospectus for 1904-5. English and Spanish. June, 1904. (Edition exhausted.)
4. The Philippine Nautical School, Prospectus for 1904-5. English and Spanish. June, 1904. (Obsolete.)
5. Notes on the Treatment of Smallpox. June, 1904.
6. Reports of Industrial Exhibits of the Philippine Schools at the Louisiana Purchase Exposition. June, 1904.
7. Courses of Instruction for the Public Schools of the Philippine Islands. June, 1904. (Edition exhausted.)
8. Cursos de Enseñanza para las Escuelas Publicas de las Islas Filipinas (Spanish edition of Bulletin No. 7). June, 1904. (Edition exhausted.)
9. A list of Philippine Baptismal Names. June, 1904. (Edition exhausted.)
10. Government in the United States (Prepared for use in the Philippine Public Schools). June, 1904.
11. Courses in Mechanical Drawing, Woodworking, and Ironworking for Provincial Secondary Schools. June, 1904. (Obsolete.)
12. Advanced and Post-Graduate Studies Offered by the Philippine Normal School for Preparation for Entrance to American Colleges and Universities or to the University of the Philippines. English and Spanish. August, 1904. (Obsolete.)
13. Not issued in printed form.
14. The School Law of the Philippine Islands, as amended by Acts of the Philippine Commission to and including Act 1530, with Executive Orders and Attorney-General's Opinions affecting the Bureau of Education. January, 1906. (Edition exhausted.)
- 15-20. Not issued in printed form.
21. Philippine Normal School, Catalogue for 1904-5. English and Spanish. May, 1905. (Edition exhausted.)
22. Lessons on Familiar Philippine Animals. August, 1905.
23. Standard Course of Study in Vocal Music for the Public Schools of the Philippine Islands. February, 1905. Revised and reissued in 1910. (Edition exhausted.)
24. Outline of a Year's Course in Botany and Key to the Families of Vascular Plants in the Philippine Islands. August, 1906. Revised and reissued in 1907. Third edition issued in 1908.
25. Official Roster of the Bureau of Education, corrected to March 1, 1906. May, 1906. (Obsolete.)
26. High Schools and Secondary Courses of Instruction. June, 1906. (Obsolete.)
27. Philippine Normal School, Catalogue for 1906-7 and Prospectus for 1907-8. May, 1907. (Edition exhausted.)
27. (A). Philippine Normal School, Courses of Study, Secondary Course. January, 1908. (Obsolete.)
28. The Milkfish or Baños. May, 1908.
29. Constructive Lessons in English, Designed for use in Intermediate Grades. August, 1910.
30. Philippine Normal School, Catalogue for 1909-10 and Announcement for 1910-11. June, 1910. (Edition exhausted.)
31. School and Home Gardening. July, 1910.
32. Courses in Mechanical and Free-hand Drawing, for Use in Trade and Intermediate School. December, 1910.
33. Philippine Hats. December, 1910.
34. Lace Making and Embroidery. December, 1910.
35. Housekeeping and Household Arts—A Manual for work with the girls in the elementary schools of the Philippine Islands. February, 1911.

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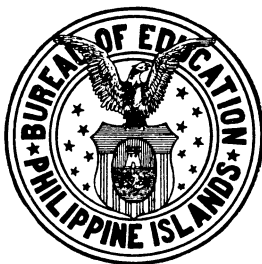
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PREFACE.

The text-books in English Composition and Grammar which were available for use in the Bureau of Education prior to the last school year were not well suited to the requirements. They put altogether too much emphasis in the earlier grades upon technical grammar and too little upon the actual use of English. As a result pupils graduated from the intermediate grades are, in many cases, unable to speak and write the language readily or correctly. The texts now in use are far better adapted to the needs of the Filipino pupil than those formerly available, but it seems necessary to make a very special effort to remedy the condition which has heretofore existed. This bulletin has been prepared to that end. It has the twofold purpose of bringing up to standard those Filipino teachers whose training in the use of the English language has been deficient, and of supplementing the English texts prescribed for class use in intermediate schools in such a way as to promote facility of expression on the part of all students.

As a supplementary text in English, this pamphlet is prescribed for the three years of the intermediate course. The first seventeen lessons are to be completed in grade five, the following twenty-three lessons in grade six, and the remaining forty lessons in grade seven. The pamphlet is not to be put into the hands of pupils but will be used as a manual by teachers.

FRANK R. WHITE,
Director of Education.

Manila, August 1, 1911.

INTRODUCTION.

To Teachers and Correspondence Students:

The "Constructive Lessons in English" are the outcome of long experience in teaching English to the Filipinos and of an effort to seek the hidden sources of the faulty English which is yearly being passed over in our secondary and intermediate schools.

It seems to be generally conceded that the English of the intermediate grades, while it increases in quantity, does not increase proportionally in quality over the English of the primary grades. Intermediate teachers are apt to put the blame on primary teachers and to say that habits of speech are formed when pupils come to them, and that it is exceedingly difficult to undo what has become a habit. Primary teachers justly complain that they can not cover the entire field of the English language in five years; and oddly enough both primary and intermediate teachers seem to feel that the only remedy for the difficulty is to increase the vocabulary of the pupil—to give him more words in which to express himself. The result is a tremendous multiplication of evils. The more words a pupil knows without knowing just how to use them, the more muddled becomes his speech. I venture to say that we could, at the present time reduce the vocabulary of seventh-grade pupils by a thousand words, and yet they would speak better English than they now do, if they only knew how to use the tenses of the English verb, how to associate those verb forms with unvarying meanings, and how to use the language of reproduction as well as the language of direct speech.

There has been, up to the present time, a lack of systematic application of psychological principles in our teaching of English. We teach a pupil a few hundred words which

he can use only in short sentences, and then, without preparation, we throw him bodily into a sea of the most complex verb forms in his reading and language work. We seem to feel that, if words are short and easy to pronounce, the child can get at their meaning, no matter how complexly they are put together. We systematically ignore the fact that a child can define *every word* in a sentence and still be ignorant of the *meaning of the sentence*. We have, both in reading work and in language work, fixed the attention of the child on *words* instead of fixing it on *groups of words*. It is the grouping of words in certain ways to express certain meanings which the child must master in order to speak English fluently. If, every time a child speaks, he stops to pick out his separate words and to put them together, he speaks haltingly and in language full of error. His words must be grouped for him, so that he reaches not for the elements of thought but for the completed thought.

The object of these lessons is to point out to students and to those teachers who have made no investigation of the subject the set forms into which our language falls to express certain meaning both in direct and in reproduced speech. I quote at random from notes and essays which come from seventh-grade pupils and even from senior students of the Philippine Normal School.

Pedro *is always coming* to school without washing his face.

Three of my pupils *have been sick yesterday*.

I wish to inform you that my lessons *had been* destroyed.

Pedro said to Maria *if where she* is going.

If I *will see* Gregorio, I will tell him what *you are saying*.

If the man *will not see* the band of music walking in the street, he *did not know* there is a fiesta. (If the man had not seen the band walking in the street, he would not have known that there was a fiesta.)

Anyone who examines these sentences must perceive that the errors in them are the result of sins of omission in the teaching system. The pupils are not thoughtless. In almost every sentence, you can trace the pupil's thought and can see why he selected the form of expression. He thought very clearly and logically. But his conclusions, though sound, happen to differ from the established method of

expressing the meanings which he wants. Our language has a way of falling into forms which seem often inconsistent, but any departure from which makes the speech un-English.

The written work and oral work to be obtained in this course is its only value. If a pupil endeavors to master it by making rules instead of by constructing such a large number of sentences that he acquires habits of speech, he will derive very little good from it. No attempt will ever be made by the correspondence study department to create a technical examination from it, and the author would object most strenuously to such a use being made of it by teachers who may choose to apply it to intermediate work. It is designed, not to teach theory, but to form habits of speech. The habits are the only useful things that can be acquired from it. No matter how many rules a pupil can give about how or when to use a verb form, the only practical test of his knowledge is his ability to use it rightly without hesitation, and to use it in sentences which have meaning.

In addition to making a study of verb tenses and their use, this system of necessity correlates a study of adverbial elements and of subordinate conjunctions. Certain verb tenses are always associated with certain classes of adverbs. Certain meanings can not be expressed in simple sentences and must be expressed in complex sentences. Certain conjunctions must connect the clauses of those sentences.

It may be said that these constructive work studies bear the same relation to English, as a whole, that scale playing and technical exercises have to piano playing, or that the infinity of exercises of drawing to scale have upon architecture. I have assumed that an ounce of prevention is worth a pound of cure, and that it is the business of the English teacher to think ahead of his pupils, to foresee possible mistakes and provide against them. Every incorrect sentence which a child thinks out for himself is almost indelibly stamped upon his memory. The correction, which costs him no time, no effort, no struggle, hardly makes an imprint there. Our only salvation is to see that he does not get the chance to make the mistake in the first place.

One parting word on composition work. There are a

great many teachers who are sticklers for "original composition" work. Original composition is all right after the child has learned the details of sentence building. When he is through with that, and ready to begin to think of what he wants to say, original compositions are certainly good for him. But it is unquestionably true that teachers often cling to original composition writing to save the time and effort necessary to plan out a recitation. It is a great deal easier to set a class to work and to say to them, "Write about what you did yesterday," than it is to make clear to them by example and repeated practice just why everything that happened yesterday must be described in the Past Tense instead of the Present Perfect. It is easier to red ink those essays through, changing Present Perfect to Past Tenses, than it is to make a set of exercises which illustrates perfectly the difference in the uses of the Present Perfect and the Past Tenses. I said it is easier. It is *not* easier. But they think it is, and they submit themselves to the work and worry of twisting hopelessly bad English into good English, when they might just as well be forming habits of good English which will, in the long run, minimize those hours of correction.

We may as well face the situation and recognize that we must prepare texts, and must outline our course of study in such a way as to prevent mistakes being made. We must quit filling in blanks in sentences and fixing a child's mind upon *words* when it ought to be upon *groups of words as associated with meanings*. We must reduce the amount of vocabulary in primary grades, but give the pupils in those grades an absolute command of the verb tenses and the meanings associated with them. It is that knowledge which an American child has when he enters school which makes us say that he already possesses a vocabulary. The truth is that the American child of cultivated parents possesses a much larger vocabulary than the child of uneducated parents does at the time he enters school. But the teacher notices this difference little, because both children possess the same power to twist their vocabulary into all possible tense significations.

In conclusion, it must be said that this system will do

away with the study of nouns and adjectives, and will do what has not yet been done, fix the association of pronouns with masculine and feminine names. It is not an uncommon thing to hear pupils who have attended the schools for ten years say, "Gregorio told Ana that *his* dress was torn," meaning "her dress." We may make a rule, "Look after your verbs, and the adverbs and conjunctions which depend upon them. Let the nouns, pronouns, and adjectives take care of themselves."

SUGGESTION FOR CLASS-ROOM WORK.

While these lessons were worked out especially for correspondence students, they make an admirable course of study for sentence building in intermediate grades. They have already been tried and proved in the intermediate classes of the Philippine Normal School, and in the special classes for teacher pensionados, in which they are regularly used.

The pupil is not supposed to have access to this text. The teacher is to use these lessons merely as a guide, to master their contents and to impart the same to pupils in the least technical language possible. The forty lessons will need about two years to complete, if two recitations are given a week. One weekly lesson should be an oral recitation and one a written lesson. In class-room work, one lesson should cover the work of two or more weeks. In the case of tenses where there are many different uses one lesson should receive from eight to ten weeks' work. The Present Tense, Indicative Mode, is one lesson that should be given a great deal of time.

After the pupils have had thorough drill with oral work, they should construct the sentences in their books according to direction. Fifty sentences on each form is about the minimum number to produce an unconscious habit of using the form, but these need not all be given in one lesson. For the sake of a teacher's convenience in grading, they can be scattered over five lessons if need be, but they should be numbered consecutively and be under one heading.

At the end of the two years, the pupil will have several

composition books filled with illustrative material to which he can turn at any later time for reference. Every lesson should be numbered, the books should be neat, and each exercise should have its heading.

Books should be regularly corrected, and where a pupil fails in neatness, or where his work is careless, or his spelling is poor, he should be compelled to rewrite, even if his exercise is correct. For advanced pupils, it may be worth while to use a manual in correcting, but for fifth and sixth grade pupils the teacher should actually make the correction on the paper. But do not permit pupils to attempt the written exercise before they are thoroughly prepared for it by oral drill. Remember that an ounce of prevention is worth a pound of cure.

CONSTRUCTIVE LESSONS IN ENGLISH.

A STUDY OF THE USES OF THE ENGLISH VERBS IN DIRECT AND INDIRECT DISCOURSE.

LESSON 1.

1. Infinitive.	Negative Infinitive.	Imperative.	Negative Imperative.
to be.	not to be.	be.	do not be.
to go.	not to go.	go.	do not go.
to listen.	not to listen.	listen.	do not listen.
to play.	not to play.	play.	do not play.

Here are written, arranged in columns, certain forms of the English verb with which it is probable the student is already familiar. The first, or the infinitive form, is that used in speaking of the verb. It is the form found in all dictionaries. The negative infinitive is formed, as the student may perceive, by prefixing *not* to the infinitive. The imperative form may always be found by cutting off the *to* of the infinitive, and the negative imperative is formed by prefixing the words *do not* to the imperative.

Exercise I.

Write in parallel columns, as in the model above, the infinitive, the negative infinitive, the imperative, and the negative imperative of fifty English verbs. Do not use ditto marks in writing this exercise.

2. Be a good boy, Juan.
Children, go home quickly.
Listen to me, boys.
Play in the garden, children.

In these four sentences, are used the imperative *be, go, listen, play*, given in the third column of paragraph 1. Each sentence is, as you see, a command, an order to do something.

Exercise II.

Construct twenty-five simple sentences, like the above, each one of which expresses a command.

Directions for Preparing Sentences.—Let each sentence contain the name of the person spoken to, and let it express some natural, necessary command. Do not use the same verb twice. See that a different verb is in each sentence. Also see that you do not make sentences of two words such as “Boys, play.” This is a true imperative sentence, but not the sort of one for which there is very much use in life. Finish your sentences so as to express a complete, natural idea.

3. Do not forget the lunch basket, Jose.

Do not blot the paper, Maria.

Do not waste your money, Gregorio.

Do not eat unripe fruit, children.

In these four sentences are found commands not to do. As the student may perceive, each sentence contains the negative imperative form of the verb and also the name of the person spoken to.

Exercise III.

Construct twenty-five sentences similar to the above, in each of which a negative command is given, and the negative imperative of the verb is used.

Directions for Preparing Sentences.—Let each sentence contain the name of the person spoken to. Make a full sentence expressing a command *not to do* that is sensible. For instance, such a command as “Boys, do not sleep” is ridiculous, for sleep is a good thing, and there is no reason for forbidding it at *all* times, and in *all* places. But “Boys, do not sleep in school” is a good sentence because it is quite right to forbid sleeping in the school.

Punctuation.—You have already learned that imperative sentences are followed by the period. Make use of that rule in punctuating your own sentences.

If you examine all the sentences given in the illustrations of this lesson, you will find that, in every sentence, a comma separates the name of the person spoken to from the other words of the sentence. In the sentence, “Be a good boy,

Juan," the comma comes before *Juan*, because *Juan* is the last word in the sentence. If we turn that sentence about so that it reads, "Juan, be a good boy," the comma comes after *Juan*; and if we add other words so that *Juan* comes in the middle of the sentence—"If you can, Juan, be a good boy," there is a comma before *Juan* and one after it. From this we may deduce the rule:

The name of the person spoken to is separated from the other words of a sentence by a comma or by commas.

LESSON 2.

DIRECT AND INDIRECT DISCOURSE.

4. The teacher told Juan to be a good boy.
The teacher told the children to go home quickly.
The teacher told the boys to listen to her.
The teacher told the children to play in the garden.

If you will look back to paragraph 2, Lesson 1, you will find the four commands described in these four sentences. But in Lesson 1 it was the teacher who spoke. In this lesson it is you and I that are speaking. We heard the teacher give those commands, and we are telling what we heard. We are repeating the teacher's words, but not exactly as he said them, for we have changed them into our own language. Repeating the words of another, changing them into a form to suit the repetition, is called speaking in indirect discourse.

If you compare these sentences with the commands in paragraph 2, Lesson 1, you will observe that to each sentence you have added your own words, "the teacher told." Now, it is by using this word *told* that we show that the teacher's words were a command. If we used the word *asked*, the sentence would mean a different thing. Then you will also see that there is no name of a person spoken to in these last sentences. *Juan*, who was spoken to by the teacher, is spoken of by us. The children and the boys who were spoken to by the teacher are spoken of by us. When the teacher spoke, in Lesson 1, he used the imperative *be, go, listen, play*, while, in our sentences, we have used the infinitives *to be, to go, to listen, to play*. Thus you see that, in making changes of commands from direct to indirect

discourse, the name of the person spoken *to* is retained as that of a person spoken *of* in indirect discourse. The imperatives become infinitives.

Exercise I.

Change the twenty-five imperative sentences which you wrote in Exercise II, of Lesson 1 to indirect discourse.

Directions for Preparing Exercise.—Imagine that you are the person who uttered all the commands given in Exercise II, Lesson 1. Therefore all your new sentences describing those commands should begin with the words “I told.” You will be no longer speaking *to* the person to whom the command was given, but you will be speaking *of* that person, and you will find that all your imperatives change to infinitives.

5. Now let us return to paragraph 3 of Lesson 1, in which we have four negative commands. Let us imagine that the teacher also gave those commands. When we try to describe them, we find that we say the following:

The teacher told Jose *not to forget* the lunch basket.

The teacher told Maria *not to blot* the paper.

The teacher told Gregorio *not to waste* his money.

The teacher told the children *not to eat* unripe fruit.

As in the examples under paragraph 4 of this lesson, we have put in our own words, “the teacher told,” and *told* is the word which shows that the teacher’s words were originally a command. The persons spoken *to* in the teacher’s sentences are spoken *of* in ours. The negative imperatives *do not forget*, *do not blot*, *do not waste*, and *do not eat* have become the negative infinitives *not to forget*, *not to blot*, *not to waste*, and *not to eat*.

Exercise II.

Review the twenty-five negative commands constructed by you in Exercise III, Lesson 1, and change them to indirect discourse.

Directions for Preparing the Exercise.—Imagine that you are the person who uttered all the negative commands which you wrote in Exercise III, Lesson 1. Therefore each one of your sentences under this exercise will begin with the

words "I told." The person spoken *to* will be the person spoken *of* in your last sentences, and the negative imperatives will be changed to negative infinitives.

6. "*Some*" and "*Any*."—In constructing sentences which express commands you frequently use the word *some*. Examples: *Buy some rice. Pick some mangos. Some* is not used after the negative imperative. *Any* takes its place. Examples:

Buy some rice.

Do not buy *any* rice.

Pick *some* mangos.

Do not pick *any* mangos.

Give me *some* meat.

Do not give me *any* meat.

7. *Demonstrative Adjectives Change to Definite Articles*.—Suppose you say, "Maria, bring me that knife." You know that the words *that*, *this*, *these*, and *those* are called demonstrative adjectives because they point out the objects they describe. Necessarily when you say "Maria, bring me that knife" the knife is present and can be pointed at as you speak. If Maria does not understand what you say, and says, "What did you say?" you can repeat the sentence in indirect discourse, "I told you to bring me that knife," because the knife is still there to be pointed at. But when you sit down to write the sentence in your composition book or your correspondence lesson, the knife is not there, nor is the person who will read the sentence there to see the knife, and you can no longer use the word *that*. You will have to write, "I told Maria to bring me *the* knife", that is, the knife about which you and Maria were speaking. You may take it as a rule that when indirect discourse is repeated at a different time and in a different place the demonstrative adjectives *this*, *that*, *these*, and *those* become *the*.

8. *Changes in Adverbial Elements of Time*.—Let us suppose that Maria says to her brother, "Brother, get my book to-day," and that someone named Jose heard her say it, and a week later Jose tells what he heard to another friend. Jose can not say, "Maria told her brother to get her book

to-day," because *to-day* means the day on which Jose speaks, and Maria's word *to-day* meant another day—the day on which she spoke sometime before that. So Jose will say, "Maria told her brother to get her book *that day*", the words *that day* meaning the day on which Maria spoke. You may take it as a rule that the adverbial element of time will change whenever the indirect discourse is repeated at a different time and in a different place.

The following list of adverbial elements used in direct discourse and their equivalents for use in indirect discourse must be observed by pupils in writing lessons and by teachers in correcting them:

<i>Direct.</i>	<i>Indirect.</i>
To-day.	That day.
Yesterday.	The day before.
Day before yesterday.	Two days before.
Three days ago.	Three days before.
Four days ago.	Four days before.
To-morrow.	The next day.
Day after to-morrow.	In two days.
To-night.	That night.
Last night.	The night before.
Night before last.	Two nights before.
Three nights ago.	Three nights before.
To-morrow night.	The next night.
Day after to-morrow night.	In two nights.
This week.	That week.
Last week.	The week before.
Week before last.	Two weeks before.
Three weeks ago.	Three weeks before.
Next week.	The next week.
Week after next.	In two weeks.
This month.	That month.
Last month.	The month before.
Month before last.	Two months before.
Three months ago.	Three months before.
Next month.	The next month.
Month after next.	In two months.
This year.	That year.
Last year.	The year before.
Year before last.	Two years before.
Three years ago.	Three years before.
Next year.	The next year.
Year after next.	In two years.

The days of the week are frequently used in the same way.

This Monday.	That Monday.
Last Monday.	The Monday before.
Monday before last.	Two Mondays before.
Next Monday.	The next Monday.
Monday after next.	In two Mondays.

Now in direct discourse becomes *then* or *at that time*. Here becomes *there* or *to him, to her, to them*. Hereafter becomes *thereafter*. In this way becomes *in a certain way*. The other day becomes *a few days before*.

LESSON 3.

REQUESTS.

9. Maria, get my pencil.
Maria, please get my pencil.

Imagine that some one named Pedro uttered these sentences, and that you wish to tell what you heard Pedro say. Your description of the two utterances will differ. They will be:

- Pedro *told* Maria to get his pencil.
Pedro *asked* Maria to get his pencil.

You yourself can see that it is more polite to say "Please get" than it is to say "get". "Get my pencil" is a command. "Please get my pencil" is a request. It is always more polite to use a request than it is to use a command. Children should always use requests in speaking to one another or to their elders. But it is quite right for a parent to use a command to a child, for a teacher to use a command to a pupil, or for any superior in business life to use a command to a subordinate.

10. Gregorio, please bring me my book from the carromata.
Gregorio, have the kindness to bring me my book from the carromata.

Gregorio, will you bring me my book from the carromata?

These are all forms of requests in common use in English. They mean just the same thing, but the second form, "Have the kindness," would be used in making a request to one regarded as an inferior. For instance, if

Maria were talking to her brother she would use either the first or third form of request, but if she were talking to her friend's servant she would say "Have the kindness to bring me my book from the carromata." To her own servant she would have the right to give the command, "Bring me my book," but to a friend's servant she has no right to give commands, and she uses the arbitrary form of request.

11. Now, if some one named Maria uttered the sentences given in paragraph 10 of this lesson and we heard her, and if we wish to tell what we heard, our sentences will take these two forms:

Maria asked Gregorio to bring her her book from the carromata.

Maria asked Gregorio if he would bring her her book from the carromata.

There are, as you see, only two sentences in the indirect discourse where there are three in the direct, because the first two sentences are repeated in exactly the same way. In the indirect discourse, the word *asked* is the sign of a request,—is our way of showing that Maria gave, not a command, but a request. As in the case of repeated commands, however, the person named in the sentence is no longer spoken *to* but is spoken *of*, and the word *bring* in two sentences reappears in its infinitive form *to bring*, while the form *will you bring* reappears as *if he would bring*.

Exercise I.

Construct fifteen groups of equivalent requests and change them to indirect discourse.

Directions for Preparing the Exercise.—Use the following model.

<i>Direct.</i>	<i>Indirect.</i>
Pedro, please copy my composition for me.	I asked Pedro to copy my composition for me.
Pedro, have the kindness to copy my composition for me.	
Pedro, will you copy my composition for me?	I asked Pedro if he would copy my composition for me.

12. It is possible to ask persons *not to do* things, just as it is possible to ask them *to do*. Here are two requests *not to do*.

Gregorio, please do not leave your hat on the table.

Gregorio, have the kindness not to leave your hat on the table.

You perceive that there is no negative form including the words *will you not*. The reason is that when we put *not* with *will you* it does not negative the meaning. *Do not* gives always an opposite meaning from *do*, but *will you not* means just the same thing as *will you*. This may seem strange to you, but it is the custom of the language. If I say "Will you sit here?" to a friend, I mean precisely the same thing as when I say "Will you not sit here?" But in the second question I expect her to answer *yes*, while in the first I do not know what answer she will give.

Exercise II.

Construct fifteen groups of equivalent negative requests, and change them to indirect discourse.

Directions for preparing the exercise.—Use the following model.

Direct.

Boys, please do not throw paper on the floor.

Boys, have the kindness not to throw paper on the floor.

Indirect.

I asked the boys not to throw paper on the floor.

In preparing this lesson, do not forget to use the rules for punctuation and to make the necessary changes in adverbs of time and demonstrative adjectives which were treated of in Lesson 2.

LESSON 4.

SUGGESTIONS.

13. Maria, let us buy some fruit.

Sister, let us take a walk.

Suppose some one named Pedro says these things. Pedro desires to take a walk. He thinks it would be pleasant to have his sister go with him. So he suggests to her that

they shall take a walk. You may perceive that a suggestion is a sort of invitation to another person to join with the speaker in some action.

14. Pedro suggested to Maria that they should buy some fruit.
Pedro suggested to his sister that they should take a walk.

It is in this way that we should describe Pedro's suggestions to Maria and to his sister. In describing the action we show clearly that Pedro included himself in the suggestion, for we use the pronoun *they*, showing that more than one person was to take the walk.

15. Maria, let us not disobey our teacher.
Sister, let us not disturb our mother.

These sentences contain suggestions in which Pedro includes himself as one to follow the negative suggestion, or suggestion not to do. If we should tell what we heard Pedro say, our words would be:

Pedro suggested to Maria that they should not disobey their teacher.
Pedro suggested to his sister that they should not disturb their mother.

Exercise I.

(a) Construct twelve suggestions in each of which the speaker includes himself as taking part in the suggested action, and change them to indirect discourse.

(b) Construct twelve negative suggestions in each of which the speaker includes himself as one to follow the suggestion, and change your sentences to indirect discourse.

Directions for Preparing the Exercise.—Do not use the same verb twice in these exercises. See that there is a different verb in every sentence. For (a) follow this model:

Gloria, let us attend the closing exercises of the school to-night.
I suggested to Gloria that we should attend the closing exercises of the school that night.

For (b) follow this model.

Friends, let us not decide the matter hastily.
I suggested to my friends that we should not decide the matter hastily.

16. But sometimes we wish to make suggestions to others which we do not desire to follow ourselves. Suppose a little

boy is annoying his mother, who is trying to write a letter. The mother does not wish to hurt her little boy's feelings by commanding him to go away, or by even asking him to go away. So she suggests something for him to do that will give him pleasure. She says: "Suppose you play with your ball a little while, my son."

In this suggestion she does not include herself. If she wished to play ball with her son, she would say, "My son, let us play ball a little while." The suggestion is for him alone to follow. We should describe her action in these words:

The mother suggested to her son that he should play with his ball a little while.

17. Now, let us suppose that the mother wishes to suggest to her son something that he should not do. She might say to him: "My son, suppose that you do not handle my new hat," and we should describe this action by saying:

The mother suggested to her son that he should not handle her new hat.

Exercise II.

(a) *Construct twelve suggestions in which the speaker does not include himself among those to follow the suggestion, and change them to indirect discourse.*

(b) *Construct twelve negative suggestions in which the speaker does not include himself among those to follow the suggestion, and change them to indirect discourse.*

Directions for Preparing the Exercise.—Do not use the same verb twice in this lesson. For (a) follow this model:

"Boys, suppose you make a little less noise," said the teacher.

The teacher suggested to the boys that they should make a little less noise.

For (b) follow this model:

"Maria, suppose you do not whine so much," said her mother.

Maria's mother suggested to her that she should not whine so much.

If you care to imagine yourself as making the suggestions, your direct discourse sentences can be written without the quotation marks, and your indirect discourse sentences will all begin "I suggested." In no case allow yourself to follow

the verb *suggested* with the infinitive, thus, "The teacher suggested to the boys to make less noise." That is bad English.

LESSON 5.

OFFERS.

18. *Imperative Sentences Expressing Offers*.—You have already learned that imperative sentences express (a) commands, (b) requests, (c) suggestions. In this lesson we shall study the imperative sentence expressing an offer.

19. *An Offer*.—If you say to your friend Maria, "Maria, let me carry your books for you," it is evident that you desire to assist Maria. If you say to your brother, "Brother, let me water the horses for you," it is evident that you desire to relieve your brother of some of his work—that you wish to help him. The two sentences here given are imperative sentences, but they do not express commands. They express offers. They are the expression of a desire to do a service for another. The imperative sentence expressing an offer always begins with the words *let me* or their equivalents *permit me* or *allow me*.

20. *All Sentences Beginning with "Let Me," "Permit Me," "Allow Me" Are not Offers*.—There are many English sentences beginning with the words *let me* which are not offers. Examples:

Pedro, let me see your composition.

Gregorio, let me take your pencil.

Juana, let me have your scissors.

It is evident that the person who tells Pedro to let him see his (Pedro's) composition is not doing any favor to Pedro. Gregorio will not be benefited in any way by some one else's having his pencil, and no advantage will come to Juana, because someone else takes her scissors. But if the sentences were—

Pedro, let me correct your composition for you.

Gregorio, let me sharpen your pencil for you.

Juana, let me clean your scissors for you—

it is quite evident that some advantage would accrue to *Pedro, Gregorio, and Juana* from the performance of the

actions mentioned. An offer is the expression of a voluntary desire to do a service for another. The advantage derived from the performance of the action is always to the person spoken to, and not to the speaker.

21. *Offers Changed to Indirect Discourse.*—A person repeating an offer in indirect discourse uses the word *offered* to describe the action. The words *let me* disappear; but the infinitive form of the verb which follows *let* is retained with *to* expressed. Thus the indirect discourse forms for the two offers given in paragraph 19 of this lesson would be:

- { I offered to carry my friend Maria's books.
- { I offered to carry Maria's books for her.
- I offered to water the horses for my brother.

The indirect discourse forms for the sentences given in paragraph 20 would be:

- I offered to correct Pedro's composition for him.
- I offered to sharpen Gregorio's pencil for him.
- I offered to clean Juana's scissors for her.

22. *Offers Can not Be Made in Negative Form.*—Since an offer is the expression of a desire to do a service, there is no form of offer embodying the words *let me not*.

Exercise I.

Construct fifty sentences expressing offers and change them to indirect discourse. See that each sentence in the direct discourse contains the name of the person to whom the offer is made, that the sentence begins with the words "let me" (or their equivalents "permit me," "allow me"), and that the advantage derived from the performance of the action passes to the person named and not to the speaker.

LESSON 6.

23. *Recapitulation of Preceding Lessons.*—In the preceding lessons you have studied the forms of imperative sentences expressing (a) commands, (b) requests, (c) suggestions, (d) offers, and their corresponding forms in indirect discourse. You have learned that commands are introduced in indirect discourse by the word *told*; that

requests are introduced by *asked*; that suggestions are introduced by *suggested*; and that offers are introduced by *offered*. You have seen that *told*, *asked*, and *offered* are always followed by the infinitive construction, while *suggested* is always followed by a noun clause in the conditional tense.

Exercise I.

Here are forty sentences in direct discourse. Some are commands, some requests, some offers, some suggestions. Change them to indirect discourse.

- (1) "Friends, let us plant trees on the street in front of our houses," said Mr. Ocampo.
- (2) "Maria, put away my coat," said her father.
- (3) "Enrique, let me sew the buttons on your coat," said his sister.
- (4) "Sister, please mend my stocking for me," said Jose.
- (5) "Children, suppose you play in the shade," said Mrs. Jones.
- (6) "Have the kindness to tell your mistress that I am waiting for her," said Maria to her friend's servant.
- (7) "Harness your horse and hitch him to the carriage immediately," said the gentleman to his cocher.
- (8) "Send a message to the president, telling him to pay his taxes," said the fiscal to his clerk.
- (9) "Let us take a drive and call on our friends," said Pedro to Jose.
- (10) "Please send me your paper for one year," wrote Gregorio to the editor.
- (11) "Let us give the highest mark to the most deserving pupil," said Luz to Maria.
- (12) "Let me go to your home and get your books for you," said Pedro to Luz.
- (13) "Suppose you play less and study more," said Maria's father to her.
- (14) "Suppose you ask your friends to spend the day with you," said Luz to her little brother.
- (15) "Do not forget to copy your composition," said the teacher to the pupils.
- (16) "Do not eat with your knives," said Mrs. Ocampo to the children.
- (17) "Please get my umbrella from your room," said Paz to her brother.
- (18) "Please do not shuffle your feet on the floor," said the president to the members of the society.
- (19) "Let us build the finest schoolhouse in the Philippines," said the president to the councilors.

(20) "Do not be later than the fifteenth of the month in making your report," said the supervisor to his teacher.

(21) "Let me show you how to work your problems," said Pedro's sister to him.

(22) "Let us not speak evil of our neighbors," said the minister to his congregation.

(23) "Throw the waste paper into the wastebasket," said the teacher to the pupils.

(24) "Suppose you take the civil service examination," said Luz to her brother.

(25) "Send me some fresh bread," wrote Paz to the baker.

(26) "Let us have a picnic at the seashore next Wednesday," said the children to their mother.

(27) "Let us not attend cockfights," said Juan to his brother.

(28) "Suppose you save your money and buy a bicycle," said Juan to Pedro.

(29) "Let us endeavor to do our duty to our country," said Mr. Ocampo to his sons.

(30) "Let me help you make your new dress," said Paula to Maria.

(31) "Bake some hot biscuits for supper and make a tomato salad," said Mrs. Jones to her cook.

(32) "Let me show you how to make santol sweets," said Juana to her friend.

(33) "Please tell me what time it is," said Gregorio to Luz.

(34) "Have the kindness to tell me when the manager will be in," said the customer to the clerk.

(35) "Make some *pinipig* out of the new rice," said Jose to his sister.

(36) "Suppose you cut the rice, so that I can make *pinipig*," said his sister to Jose.

(37) "Draw a line down the middle of your papers," said the teacher to the pupils.

(38) "Let us consider what to do next," said the hunter to his friend.

(39) "Have the kindness to direct me to the Ayuntamiento," said the stranger to the Manila policeman.

(40) "Let us not be discouraged at the number of sentences in the lesson," said the pupil to his friend.

LESSON 7.

COMMANDS IN THE THIRD PERSON.

24. *How Used.*—The command in the third person is used when the speaker is delivering a command, not to the person who is to execute it, but to the person who is responsible for making some one else execute it. A principal of a school

may give a number of commands to a teacher, but those commands are not things which she is to do, but are things which she is to see are done. He may say, "Let the boys clean up the yard." "Have the girls do some embroidery work." "Let the janitor clean the boards every night."

It is true that he gives these commands to the teacher, but she is to be merely a mouthpiece to pass them on to the boys, the girls, and the janitor, who are to execute them. Commands beginning with *let* which are given for some one to execute are called commands in the third person.

Meaning of "Let" in Commands in the Third Person.—In the illustrative sentences given in paragraph 24 and in others of the same sort *let* and *have* do not have the meaning *permit*. They mean "See that it is done." "Let Pedro copy his lesson," does not mean "Permit Pedro to copy his lesson." It means, "See that Pedro copies his lesson."

25. *Commands About Objects.*—In addition to the many commands in the third person issued to individuals through other individuals, the form of command in the third person is often used when we wish to give orders about things. Examples :

Let the floors be washed on Monday.
 Let the rice crop be harvested immediately.
 Have the bridge built of strong timbers.
 Let the bell be rung at ten o'clock.
 Let the glasses be rinsed in hot water.

26. *Commands in Third Person Changed to Indirect Discourse.*—If the illustrative sentences in paragraph 24 are changed to indirect discourse, they will read as follows :

The principal ordered that the boys should clean up the yard.
 The principal ordered that the girls should do some embroidery work.
 The principal ordered that the janitor should clean the blackboards every night.

If we assume that the commands in the third person given in paragraph 25 were uttered by the presidente of some municipality, they would appear thus :

The presidente ordered that the floors should be washed on Monday.

The presidente ordered that the rice crop should be harvested immediately.

The presidente ordered that the bridge should be built of strong timbers.

The presidente ordered that the bell should be rung at ten o'clock.

The presidente ordered that the glasses should be rinsed in hot water.

27. *Change Made in Indirect Discourse by Having Indirect Object.*—You may have noticed that in all the sentences of this lesson previously changed to indirect discourse, no indirect object appears in the indirect discourse. In the five commands issued by the presidente the indirect discourse tells what he commanded, but fails to name the person to whom the words were said. If it is necessary to name the person to whom these commands are uttered, then a change must be made and the words *gave orders* must be substituted for *ordered*. If the presidente said these things to his assistant and you wish to mention that fact in repeating the indirect discourse, you must say:

The presidente gave orders to his assistant that the floors should be washed on Monday.

The presidente gave orders to his assistant that the rice crop should be harvested immediately.

The presidente gave orders to his assistant that the bridge should be built of strong timbers.

The presidente gave orders to his assistant that the bell should be rung at ten o'clock.

The presidente gave orders to his assistant that the glasses should be rinsed in hot water.

Note that the verb *ordered* can not be followed by an indirect object. *The presidente ordered his assistant that the floors should be washed on Monday* is bad English.

Exercise I.

Make fifty commands in the third person and change them to indirect discourse. Do not use the same verb twice.

Note that these are all positive commands. While it is possible to make a negative command in the third person, there is seldom an occasion for doing so.

LESSON 8.

OTHER USES OF "LET."

28. *Imperative Sentences Expressing Indifference to Circumstances.*—Suppose that you are very busy, trying to take a cork out of a bottle, and that you are using your knife in the attempt to do so. A friend says to you "Be careful or you will break your knife." But you are wholly intent upon getting out the cork, and you reply, "Let it break." Plainly your reply means, "I do not care if the knife does break."

Suppose, again, that there is a naughty little boy named Juan, who wishes to go fishing without first asking permission of his mother. Suppose that his sister says to him, "Juan, mother will be angry if you go," and Juan replies, "Let her be angry." Plainly his reply means, "I do not care if she is angry."

Sentences beginning with *let* and expressing indifference to circumstances are very common in English. You yourselves may not feel the necessity for them, but you will meet them frequently if you read much English fiction, or if you associate with English-speaking people.

29. *Other Uses of "Let."*—We have two other idiomatic uses of *let* in English: Let ——— alone and Let ——— be. We say "Let my pen alone," or "Let my pen be," meaning "Do not touch my pen." If an American woman should see a child tormenting a cat, it is not probable that she would say, "Do not tease that cat." She would probably say, "Let that cat alone," or "Let that cat be."

We use these expressions in the sense of "Do not talk to me." If a mother is busy and her child persists in asking questions of her, she is likely to say, "Run away. Let me alone," or "Let me be."

Exercise I.

Following the example given in paragraph 28 of this lesson, write five bits of dialogue in which a sentence beginning with "let" expresses indifference to circumstances.

Exercise II.

Give the two idiomatic equivalents beginning with "let" for each of the following sentences:

Maria, do not turn out the light.
 Pedro, do not wash the carriage.
 Paz, do not try to iron the dress.
 Children, do not pull the flowers.
 Boys, do not handle the tools.
 Gregorio, do not tease the horse.
 Salome, do not talk to your aunt.
 David, do not disarrange the papers.
 Rafael, do not tease your brother.
 Nora, do not meddle with the cake.

LESSON 9.**APPLICATION OF PRINCIPLES TAUGHT IN PRECEDING LESSONS.**

30. *Conversation Reproduced as Narrative.*—Almost all conversation can be changed to narrative by changing direct discourse to indirect. Suppose, for instance, that the following conversation takes place between a boy and his sister:

PEDRO. "Maria, where is my hat?"

MARIA. "I do not know."

PEDRO. "I left it here on the table last night, but it is not here this morning."

MARIA. "Ask the servant what she did with it."

If you should hear a conversation like this and should wish to repeat it, your repetition would take the form of a narrative in indirect discourse. It would read as follows:

One day Pedro asked Maria where his hat was. She replied that she did not know. Pedro then said that he had left it on the table the night before, but that it was not there that morning. Maria told him to ask the servant what she had done with it.

31. *Reproduction of Mixed Conversation and Narrative.*—You will remember that most of the work in your second and third readers consisted of short stories in which conversation was mingled with narrative. All such stories can be reproduced as pure narrative by retaining the narrative parts unchanged and by changing all conversation to

narrative. Here is a short story about some children and their mother. It is in mixed conversation and narrative, and contains commands, requests, suggestions, and commands in the third person.

SHORT STORY.

"Children," said Mrs. Jones one day, "let us have a picnic."

The children agreed and were in a great hurry to get ready.

"Tom, please look for my fishing rod," said Mary.

"And, Tom, please fix my umbrella," said Lucy.

Tom thought he was getting all the work.

"Mary, you get the lunch ready, then," he said, "and, Lucy, you hunt bait."

But Mary and Lucy did not want to do as Tom told them. They thought he ought to do all the work. Finally their mother had to interfere.

"Let Tom look for the fishing rod and fix the umbrella," she said, "and let Mary get the lunch ready and Lucy hunt bait."

So they went to the wood and fished in the brook and had a fine time.

NARRATIVE.

One day, Mrs. Jones suggested to her children that they should have a picnic.

The children agreed and were in a great hurry to get ready.

Mary asked Tom to look for her fishing rod.

Lucy asked him to fix her umbrella.

Tom thought that he was getting all the work. He told Mary to get the lunch ready, and Lucy to hunt bait.

But Mary and Lucy did not want to do as Tom told them. They thought he ought to do all the work. Finally their mother had to interfere. She ordered that Tom should look for the fishing rod and fix the umbrella, and that Mary should get the lunch ready and that Lucy should hunt bait.

So they went to the woods and fished in the brook and had a fine time.

32. This exercise has been changed paragraph for paragraph and, so arranged, looks rather staring, like a child's primer. When the direct discourse is eliminated, the necessity of putting each person's remarks in a separate paragraph no longer exists and the narrative can be re-paragraphed at will. But unless you have had some previous training in paragraphing, it would be better to para-

graph your narrative exactly as the original story is paragraphed.

You also notice that the second, fifth, seventh, and ninth paragraphs of the short story are narrative paragraphs containing no conversation whatever. These are reproduced in the narrative word for word, no changes being necessary.

Exercise I.

Change the following story to a narrative by reproducing all the conversational parts in indirect discourse and by copying the narrative parts unchanged. Submit your narrative.

STORY.

"Pedro, let us go to the theater to-night," said Juan.

Pedro said he was sorry to refuse, but he had no money.

"Let me lend you what money you need," said Juan.

Pedro said that he did not like to borrow money.

"Ask your mother to give you some money, then," said Juan.

"Please do not urge me to go," replied Pedro. "I can not afford it."

"Well, let us call on our friends," said Juan.

Pedro agreed to that and they dressed and went out to pay the calls. They called upon their friend, Maria Andrada.

"Let us have some music," said Maria in the course of the visit.

"Will you play for us, Pedro?"

Pedro played for her. He played very well.

"Do not stop," said Maria as he finished. "Play a waltz."

Pedro played a long time. At last he said that he did not know anything more to play.

"Please sing for us," he said to Maria.

"Let me sing for you," said Juan. Pedro and Maria laughed, because it was well known that Juan could not sing.

Maria sang for them, and then they talked about having a picnic at the beach the next week.

"Suppose you see the other boys and arrange for a meeting to discuss the matter," said Maria to Juan.

When they got ready to go, Maria said to Juan:

"Send me word what you agree to do about the picnic."

The boys went away, thinking they had passed a pleasant evening. Pedro said that he still had some work to do for his father.

"Let me help you, Pedro," said Juan. They went to Pedro's home and Juan helped Pedro sort some papers for his father.

"Thank you, Juan," said Pedro. "Good night."

Juan went home. He was not sorry that they had not gone to the theater. He thought that they had had a profitable evening.

Exercise II.

Change the following short story to a narrative.

STORY.

One day a teacher and a pupil were walking home together from school. The boy's name was Juan Reyes. The teacher's name was Paz Edralin.

"Miss Edralin," said Juan, "will you show me how to do my arithmetic problem?"

"Suppose you try to do it once more alone before I help you," said Miss Edralin.

But Juan thought he could not do the problem alone, and when they came to the teacher's home, he went in and sat down on the piazza, waiting for her to help him.

"Wait till I have put away my books and washed my hands," said Miss Edralin.

Presently she came back with a paper and pencil. "Sit by the table and begin," she said.

Juan sat down by the table, but he did not begin. He said that he did not know what to do first.

"First put down the figures in a row," said Miss Edralin. "Then add."

Juan did as she told him to do, but the answer was not correct.

"Try again," said Miss Edralin.

Juan tried four times, and the last time the answer was correct. Miss Edralin scolded him. She told him that he gave up trying too soon.

"Suppose that, after this, you never ask for help till you have tried ten times without getting the right answer," she said.

Juan felt a little bit ashamed of himself. He wanted to thank Miss Edralin for her help, but he did not know how. Suddenly he noticed that she had planted some new beds of flowers.

"Let me bring you some slips for your flower bed," he said. "My mother is very fond of flowers and knows how to slip them well."

"Thank you very much," said Miss Edralin. "I like flowers, but I have not much time to give to them."

LESSON 10.

[This lesson is a continuation of Lesson 9.]

Exercise I.

Change the following short story to a narrative.

STORY.

Maria is very fond of animals and she has many chickens. One day she went to her mother.

"Please tell me what to do with my sick chicken," she said.

"Suppose you get the chicken for me to look at," said her mother.

Maria went to the chicken yard, and got the sick chicken. Its little wings hung down and it humped itself up and looked very miserable indeed. Maria's mother looked at it carefully and said that she thought it had cholera.

"Let us try to cure it by giving it something hot to drink," said Maria's mother. "Get some hot water."

Maria got the water and then her mother added some ground pepper, because, she said, the chick needed something hot in its little stomach. The chicken seemed to like the hot drink.

"Now put some cotton in a basket," said Maria's mother. "Wrap the chicken in a little piece of cloth and lay it in the cotton. Keep it warm or it will die."

When Maria had done these things her mother said, "Now go at once and clean your chicken yard. This little chick is sick because you have permitted the yard to get dirty and the chicken has eaten dirty food."

Maria called her brother Juan and told him that she could not play any more because she was going to clean the chicken yard.

"Let me help you, Maria," said Juan. "I am tired of playing."

They went to the chicken yard and cleaned it well. They swept the ground and scattered lime over it, and they filled the drinking dishes with clean water.

"Let me clean the yard for you every day, Maria," said Juan.

Maria thanked him. Then she went back to the house. The chicken was dead. Maria cried, but her mother was not sympathetic.

"Keep your chicken yard clean if you do not wish to lose your chickens," she said.

Juan came in and looked at the dead chicken. "Let us bury it in the garden," he said.

Exercise II.

Change the following short story to a narrative.

STORY.

Once upon a time there was a little lame boy named Rafael. His father and mother were poor and could not employ anyone to look after him. His life was very sad. As he could not run about and play, he sat most of the day on his piazza reading.

One day, a boy named Jose came by and stopped to talk with Rafael. "Come with me for a day in the woods, Rafael," he said.

Rafael thanked Jose, but said that he could not walk as far as the woods.

"Let me get my father's carriage and take you in it," said Jose, who was very kind-hearted. He went home and got the carriage and another boy for a companion. He asked his mother to give them some lunch, because they were going to spend the day in the woods.

When they arrived at the edge of the woods, the two boys helped Rafael from the carriage.

"Sit under this big tree and read all you wish," said Jose. "Gregorio, let us take a swim in the brook while Rafael rests, and then let us come back and talk to him."

So the two boys swam and dived in the brook a short distance away, while Rafael enjoyed his book, and the cool spicy odors of the woods, and the humming of bees and insects in the warm air. By and by the other boys came back.

"Let me read to you, boys," said Rafael. "This is a very good book about a man who was shipwrecked on a desert island."

He read a long time and the boys were interested.

"Jose, let us run off and get shipwrecked," said Gregorio when Rafael had finished reading.

"I do not want to be shipwrecked," said Jose. "I want something to eat. Let us have lunch."

They spread the lunch on the grass in front of Rafael. They were all hungry and ate a great deal.

"Tell me about your school, Jose," said Rafael, when they had finished eating. "I wish I could go to school."

"You do not need to go to school," said Jose. "You know more about books than I do, even if you do not go to school."

"Please do not think that," said Rafael.

"Do not be so modest," said Jose.

Rafael sighed. He wanted to learn, for he felt that he knew very little.

"Let me take you to school every day in our carromata," said Jose. "There is plenty of room."

Rafael was overjoyed. He thanked Jose with tears in his eyes.

"Don't say another word," said Jose. "It's nothing at all. I would do it for any fellow."

The boys had a fine day, and when Jose got home that afternoon, he told his mother that he had promised to take Rafael to school every day in their carromata.

"Please do not refuse your permission, mother," he said. "Rafael is poor and he can not walk and he wants to learn."

Jose's mother gladly gave her permission for Jose to use the carromata. She was only too glad when her son showed that he was trying to be good to others.

THE INDICATIVE MODE.

LESSON 11.

33. *How Used.*—The Indicative Mode is the form of the predicating verb which is used when we wish—

(a) to make statements of fact. Examples:

Many pupils attend this school.

Pedro is studying his lesson.

(b) to make denials of fact. Examples:

Pedro does not chew tobacco.

That lazy boy is not studying.

(c) to ask questions about facts. Examples:

Does Enrique write well?

Where is the child going with the jar?

34. *Two Forms of Conjugation.*—You will have observed that, in the preceding examples, two sentences are found under each head. One contains a verb in the Ordinary Form, the other contains a verb in the Progressive Form. At the end of this book, you will find a verb conjugated in full, Ordinary and Progressive Forms. Study that conjugation well, for the next lessons of the course will be devoted to the study of verb forms in the Indicative Mode, the difference in their use and meaning, and their corresponding forms in indirect discourse.

Exercise I.

Following the conjugated model on pages 138–141, write in full the conjugation of the verb “to study,” Indicative Mode, Ordinary Form.

Exercise II.

Following the conjugated model on pages 138-141, write in full the conjugation of the verb "to run," Indicative Mode, Progressive Form.

Caution.—Do not use ditto marks in writing this lesson. The exercise was given you to force upon you the repetition of certain forms, and the use of ditto marks will rob you of the benefit of the drill. Lessons sent in with ditto marks will be returned to be rewritten.

LESSON 12.**PRESENT TENSE, PROGRESSIVE FORM.**

35. How Used.—The chief use of the Present Tense, Progressive Form, is to predicate an action which is going on (i. e., progressing) at the moment the statement is made or the question is asked. Examples:

- (a) Maria is playing in the garden.
- (b) What is Pedro doing?
- (c) The children are not marching in time to the music.

It is evident that, in making the statement (a) the speaker meant that Maria was playing in the garden at the moment he (the speaker) made the statement. In (b) the speaker was desirous of knowing what Pedro was doing at the moment in which he (the speaker) asked the question. In (c) the speaker evidently desired to state what the children were *not* doing at the moment he (the speaker) uttered the words.

36. Present Tense, Progressive Form, Used to Express Present Time.—With few exceptions, all actions which take place in present time are predicated by verbs in the Present Tense, Progressive Form.

37. Exceptions.—Certain verbs are not used in the Progressive Form, Present Tense. We say "I see a bird," not "I am seeing a bird." "I hear a noise," not "I am hearing a noise." "I taste something peculiar in this food," not "I

am tasting something peculiar in this food." "I smell a fragrant odor," not "I am smelling a fragrant odor." But *see* in the sense of *supervise*, or *direct*, or *care for* is used in the Present Progressive. Example:

Gregorio is seeing to the horses.

The act of putting a flower to the nose is described by the Present Progressive of the verb *smell*. Example:

Maria is smelling the roses.

The act of conducting a recitation or listening to a formal complaint may be described in the Present Progressive of the verb *hear*. Examples:

The teacher is hearing the recitation.

The judge is hearing the arguments.

The act of putting a substance on the tongue in order to determine the presence or absence of a certain flavor may be described by using the Present Progressive of the verb *taste*. Example:

The cook is tasting the soup to see if it is salty enough.

38. *Indirect Discourse Changes*.—In passing to indirect discourse after an introductory verb in the Past Tense, the Present Tense, Progressive Form, always changes to the Past Tense, Progressive Form. Examples:

Gloria *is making* a cake in the kitchen.

Pedro said that Gloria *was making* a cake in the kitchen.

Gregorio *is cleaning* the harness in the barn.

Pedro said that Gregorio *was cleaning* the harness in the barn.

I *am writing* a letter to my mother.

Pedro said that he *was writing* a letter to his mother.

Exercise I.

Following the examples in paragraph 38 above, write twenty-five statements in all of which the verbs are in the Present Tense, Progressive Form, and change them to indirect discourse. See that each sentence contains more than a mere subject and predicate. Such sentences as "Paul is jumping" and "Maria is sewing," will not be accepted.

Exercise II.

Write twenty-five statements in all of which the predicating verbs are in the Present Tense, Progressive Form, and in each of which the negative adverb is found, and change them to indirect discourse. Examples:

The mill is not running to-day.

Pedro said that the mill was not running that day.

Imagine that all the sentences which you make in direct discourse were uttered by some one named Pedro, so that your indirect discourse sentences all begin, "Pedro said."

Do not use the same verb twice in writing these sentences. The object of the exercise is to give you facility in the use of verbs in the Present Progressive, and to use one verb repeatedly lessens the value of the exercise.

LESSON 13.

THE PRESENT TENSE, ORDINARY FORM.

39. *How Used.*—The Present Tense, Ordinary Form, is seldom used to express present time. It is chiefly used, in the case of active verbs, to predicate an action which is habitual or frequentative, and in the case of those verbs which express being or state, to predicate a condition which is permanent. Both transitive and intransitive verbs are also used in the Present Tense to state a general truth. Examples:

- (1) Jose washes his teeth every morning.
- (2) Maria frequently attends the concerts of the Musical Society.
- (3) The Government Laboratory stands on the grounds of the Manila Normal School.
- (4) Mindoro lies south of Luzon.
- (5) All men die.

In the first sentence, the predicated action is habitual, that is, it takes place every morning. It is true that the words *every morning* are the ones which show that the action is habitual, but when these words are used, it is necessary to use the Ordinary Form of the verb to predicate the action. "Jose is washing his teeth every morning" is not correct English.

In the second of the examples, the predicated action does not take place habitually, but it takes place frequently—is, therefore, frequentative action. The adverb *frequently* is what lets us know that the action does take place frequently, but its use makes necessary the Ordinary Form of the verb to predicate the action. “Maria is frequently attending the concerts of the Musical Society” could not be used instead of the sentence given in the book. It is not good English.

In the third sentence, the Ordinary Form of the verb *to stand* is used because the verb predicates a condition that is permanent. The condition may be changed at the will of man, it is true, but with that we have no concern. The Laboratory has stood in that place for many years, it still stands there, and it will probably continue to stand there. The condition is a permanent one.

In the fourth sentence, the verb predicates a condition that is permanent, one also that can not be changed at the will of man. An earthquake may sink Mindoro into the sea so that it no longer lies south of Luzon, but the will of man can not alter its position.

The fifth sentence expresses what we call a general truth, something which is true for all time.

40. *Indirect Discourse Changes*.—In passing to indirect discourse, verbs in the Present Tense, Ordinary Form, Indicative Mode, change to the Past Tense, Ordinary Form, Indicative Mode, except—

(a) When the verb predicates a general truth.

(b) When the verb predicates a permanent condition, not subject to change at the will of man.

If the sentences used as examples in paragraph 39 were changed to indirect discourse, assuming that a person named Juan said them, we should have:

Juan said that Jose washed his teeth every morning.

Juan said that Maria frequently attended the concerts of the Musical Society.

Juan said that the Government Laboratory stood on the grounds of the Manila Normal School.

Juan said that Mindoro lies south of Luzon.

Juan said that all men die.

Exercise I.

Construct fifteen declarative sentences, in each of which the verb predicates an habitual action and is in the Present Tense, Ordinary Form, Indicative Mode. See that there is an adverb in each sentence which makes it clear that the action is habitual. The adverbs so used are "every day, always, invariably, continually," and the like. Change your sentences to indirect discourse. Do not use the same verb in more than one sentence. Model:

The mill roars continually.

I said that the mill roared continually.

Exercise II.

Construct fifteen declarative sentences, in each of which the verb predicates a frequentative action and is in the Present Tense, Ordinary Form, Indicative Mode. See that there is an adverb in each sentence which makes it clear that the action is frequentative. The adverbs so used are "usually, frequently, often, seldom, rarely, occasionally," and the like. Change each sentence to indirect discourse. Model:

Pedro often takes a glass of wine with his lunch.

Jose said that Pedro often took a glass of wine with his lunch.

Exercise III.

Construct fifteen declarative sentences, in each of which the verb predicates a permanent condition, subject to change at the will of man, and is in the Present Tense, Ordinary Form, Indicative Mode. Change your sentences to indirect discourse. Model:

The vines climb all over the roof of my house.

Maria said that the vines climbed all over the roof of her house.

Exercise IV.

Construct fifteen declarative sentences, in each of which the verb predicates a permanent condition, not subject to change at the will of man, and is in the Present Tense,

Ordinary Form, Indicative Mode. Change your sentences to indirect discourse. Model:

The Nile River flows through Egypt.

Paz said that the Nile River flows through Egypt.

Exercise V.

Construct fifteen declarative sentences, in each of which the verb predicates a general truth, and is in the Present Tense, Ordinary Form, Indicative Mode. Change your sentences to indirect discourse. Model:

Fishes breathe by means of gills.

Pedro said that fishes breathe by means of gills.

LESSON 14.

EQUIVALENT IDIOMS FOR ORDINARY FORM.

41. *Best Usage.*—To use the Ordinary Form, Present Tense, Indicative Mode, is undoubtedly the best way of predicating habitual or frequentative action. There are, however, other ways of predicating that sort of action. Here are three sentences which express the same meaning:

Maria ties her hair with a red ribbon.

Maria is in the habit of tying her hair with a red ribbon.

Maria is accustomed to tie her hair with a red ribbon.

The first sentence is the most elegant, and would be used, in all probability, by one writing for publication, or by one who had had the advantage of association with critical and literary people. The second and third sentences are, however, good English, and are in common use—probably are used more by the great mass of English-speaking people than the first sentence is.

42. *Indirect Discourse Forms.*—If the three equivalent sentences here given be changed to indirect discourse, they will be as follows. (Let us assume that they were all uttered by a teacher):

The teacher said that Maria tied her hair with a red ribbon.

The teacher said that Maria was in the habit of tying her hair with a red ribbon.

The teacher said that Maria was accustomed to tie her hair with a red ribbon.

You observe that in each sentence the predicated verb in the Present Tense changes to the Past Tense. The active verb *ties* becomes *tied*; the copula *is* becomes *was*.

Exercise I.

Here are twenty sentences expressing frequentative or habitual action. Write the two equivalent idioms for each one, and then change all three sentences to indirect discourse.

MODEL.

Maria always ties her hair with a red ribbon.

Maria is in the habit of always tying her hair with a red ribbon.

Maria is accustomed always to tie her hair with a red ribbon.

The teacher said that Maria always tied her hair with a red ribbon.

The teacher said that Maria was in the habit of always tying her hair with a red ribbon.

The teacher said that Maria was accustomed always to tie her hair with a red ribbon.

SENTENCES.

- (1) Pedro always combs his hair before he leaves his room.
- (2) Maria frequently goes to the country for a week's vacation.
- (3) Jose's teacher scolds him often.
- (4) Mr. Ocampo's horse frequently runs away.
- (5) Paz quarrels with her cousin whenever they meet.
- (6) Pedro takes a bath in the river nearly every day.
- (7) Jose takes cold whenever he gets his feet wet.
- (8) Nora spends her money as fast as she earns it.
- (9) Gregorio cleans his father's horse before he goes to school.
- (10) The postman brings the letters every day before breakfast.
- (11) The pupils write their compositions in ink.
- (12) Rodolfo practices for an hour every day on his violin.
- (13) Luz washes the dishes for her mother every day.
- (14) Paz darns her brother's stockings.
- (15) Jose cuts the grass in his yard every week.
- (16) The boys buy fish in the market every day.
- (17) Maria cleans the lamps every morning.
- (18) Pedro's sister writes to him once a week.
- (19) The teacher marks papers with a red lead pencil.
- (20) The clerk opens the letters every morning.

LESSON 15.

INTERROGATIVE SENTENCES IN DIRECT AND INDIRECT DISCOURSE.

43. Here is a group of interrogative sentences, in each one of which the predicated verb is in the Present Tense, Indicative Mode.

- (a) Do the children of the primary school write quickly?
- (b) Do horses obey their masters?
- (c) Does Jose go to school?
- (d) Does Maria study English?
- (e) Does Mindoro lie south of Luzon?

You will notice that all the sentences in this group can be answered by *yes* or *no*, and that they are all questions about the habits of the persons named in their subjects, or about permanent conditions attributed to persons or places named in their subjects. If we should reproduce these sentences in indirect discourse (supposing the teacher asked all these questions), we should have the following:

44. (a) The teacher asked if the children of the primary school wrote quickly.

- (b) The teacher asked if horses obey their masters.
- (c) The teacher asked if Jose went to school.
- (d) The teacher asked if Maria studied English.
- (e) The teacher asked if Mindoro lies south of Luzon.

Now, if you compare these indirect discourse sentences with the original questions, you will observe, first of all, that the form of the sentence has changed from interrogative to declarative, and that, except in (b) and (e), all the verbs have changed from the interrogative form of the Present Tense to the declarative form of the Past Tense; (b) and (e) have not changed because the questions asked deal with general truths and permanent conditions not subject to change at the will of man. You will also observe that we have used our own words *the teacher asked if* to introduce the sentence in indirect discourse. The word *asked* is used to show that the original speech was a question, and the word *if* follows *asked* be-

cause the question in direct discourse can be answered by *yes* or *no*.

Exercise I.

Write fifteen questions, each one of which can be answered by "yes" or "no," and in each of which you use the Ordinary Form of the verb, because the questions are about habitual or frequentative actions or general truths or permanent conditions. Change your sentences to indirect discourse.

45. Here you have five other sentences:

- (a) Juan, are you playing ball?
- (b) Is Paz helping her mother?
- (c) Am I writing a book?
- (d) Are the cows grazing in the field?
- (e) Are the books lying on the table?

Like the sentences in paragraph 43, these may be answered by *yes* or *no*. But the questions are no longer about habitual actions, but about actions going on at the time the questions are asked. You notice that the Ordinary Form of the verb is not used, but the Progressive Form takes its place.

If, now, we change these sentences to indirect discourse (assuming again that the teacher asked the questions), we have these sentences:

- 46. (a) The teacher asked Juan if he was playing ball.
- (b) The teacher asked if Paz was helping her mother.
- (c) The teacher asked if he, the teacher, was writing a book.
- (d) The teacher asked if the cows were grazing in the field.
- (e) The teacher asked if the books were lying on the table.

If we compare these sentences with the original questions in direct discourse, we find that, as in paragraph 44, all the sentences have changed from interrogative sentences to declarative sentences; that all the verbs have changed from the Present Tense, Progressive Form, to the Past Tense, Progressive Form, and that the interrogative form of the verb has become declarative—that is, the subject comes *before* the verb instead of *after* it. The words *asked if* are used to introduce the indirect discourse, be-

cause the questions in direct discourse can be answered by *yes* or *no*.

Exercise II.

Construct fifteen interrogative sentences, in each of which a question is asked about an action going on in present time, and each of which can be answered by "yes" or "no." Change to indirect discourse.

47. Here we have five other questions:

- (a) Where do the children play every day?
- (b) How does Paz come to school?
- (c) What do parents do to naughty children?
- (d) Who teaches grammar in the Philippine Normal School?
- (e) Why does the man wear a bandage on his arm?

You observe that the questions in this group can not be answered by *yes* or *no*. There may be various answers to each question, according to circumstances. The children may play in the garret or in any one of fifty other places. The man may wear a bandage on his arm for fun, or because the arm is hurt. But each question is about habitual or frequentative action, and the interrogative conjugation of the Present Tense, Ordinary Form, is used in each one.

48. If we suppose that some one named Pedro asked all these questions, and we wish to tell what Pedro did, our sentences will assume these forms:

- (a) Pedro asked where the children played every day.
- (b) Pedro asked how Paz came to school.
- (c) Pedro asked what parents do to naughty children.
- (d) Pedro asked who taught grammar in the Philippine Normal School.
- (e) Pedro asked why the man wore a bandage on his arm.

If you compare these sentences with those of paragraphs 44 and 46, you observe that, as before, the sentences have changed from interrogative to declarative; that the verbs, with the exception of one case in which the action may be supposed to be general for all time, have changed from Present Tense to Past, and from the interrogative to the

declarative form; but that no word *if* follows the verb *asked* in introducing the indirect discourse, because the questions in the direct discourse can not be answered by *yes* or *no*.

Exercise III.

Construct fifteen interrogative sentences, similar to those in above model and change to indirect discourse. See that your questions can not be answered by "yes" or "no," and that they are all about habitual or frequentative actions, general truths, or permanent conditions.

LESSON 16.

PRESENT TENSE, INDICATIVE MODE, IN INTERROGATIVE SENTENCES.

49. In Lesson 15, you studied three groups of interrogative sentences in each of which the verbs were in the Present Tense, Indicative Mode. We shall now look at a fourth group:

- (a) Why is Pedro crying?
- (b) How rapidly is the wind blowing?
- (c) Where is the child going?
- (d) What is Pedro's friend doing?
- (e) Who is knocking at the door?

As in the group of sentences in paragraph 45, Lesson 15, all the verbs in these sentences are in the Progressive Form of the Indicative Mode, because they ask questions about actions that are going on at the time the speaker asks the questions. But these questions can not be answered by *yes* or *no*. Any answer that is truthful can be given to each question.

50. If we desire to repeat what the person who asked these questions said, our sentences will take these forms:

- (a) The teacher asked why Pedro was crying.
- (b) The teacher asked how rapidly the wind was blowing.
- (c) The teacher asked where the child was going.
- (d) The teacher asked what Pedro's friend was doing.
- (e) The teacher asked who was knocking at the door.

Again we find that the verbs change from interrogative form to declarative form, and from the Present Progress-

sive to Past Progressive. But there is no word *if* after the verb *asked*, because these questions can not be answered by *yes* or *no*.

Exercise I.

Construct fifteen sentences like the above, in each of which the question can not be answered by "yes" or "no," and in each of which the question concerns an action going on in present time. Change to indirect discourse.

51. We have not yet, however, discussed all the forms which interrogative sentences in the Present Tense, Indicative Mode, can take. Here is a fifth group of sentences:

(a) Do the children recite arithmetic in the morning or in the afternoon?

(b) Does Pedro wash the carriage with water or rub it with oil?

(c) Does the cook do the marketing or does Mrs. Jones attend to it herself?

Here, again, are sentences in which we find the Ordinary Form of the verb because the questions asked concern habitual or frequentative actions. But these questions can not be answered by *yes* or *no*. To the first question two replies are possible. "The children recite arithmetic in the morning," and "The children recite arithmetic in the afternoon." We say that such questions present an alternative because they give a choice of two actions.

52. If some one named Gregorio asks these questions, and we wish to tell what Gregorio did, our statements will take this form:

(a) Gregorio asked whether the children recited arithmetic in the morning or in the afternoon.

(b) Gregorio asked whether Pedro washed the carriage with water or rubbed it with oil.

(c) Gregorio asked whether the cook did the marketing or whether Mrs. Jones attended to it herself.

We now find a new word *whether* following the verb *asked* which introduces the indirect discourse. *Whether* is always used after *asked* when what follows presents an alternative. In other respects, the sentences do not differ

from those of paragraph 44 in Lesson 15. Present Tenses have changed to Past, and the interrogative conjugation has changed to the declarative.

53. *Correlative Conjunctions.*—*Whether* is what is called a correlative conjunction, because it is usually found in company with another conjunction, *or*. You will notice that when the conjunctions stand between two elements of a sentence, such as the parts of a compound subject or predicate (b) or a modifying element (a) the correlatives are *whether—or*. But when the conjunctions stand between the parts of a compound sentence as in sentence (c) the correlatives are *whether—or whether*.

Exercise II.

Construct fifteen interrogative sentences similar to those in paragraph 51, in each of which an alternative is presented, and in each of which the alternative concerns habitual or frequentative actions or general truths or permanent conditions. Change to indirect discourse.

54. Alternatives may concern actions going on in present time, as the following sentences illustrate:

- (a) Is Maria crying or laughing?
- (b) Is Jose or Pedro making all the noise which we hear?
- (c) Is the horse galloping or trotting?
- (d) Are the children preparing their lessons or are they taking an examination?

55. If the teacher asks these questions, our reproductions of his questions will take this form:

- (a) The teacher asked whether Maria was crying or laughing.
- (b) The teacher asked whether Jose or Pedro was making all the noise which they heard.
- (c) The teacher asked whether the horse was galloping or trotting.
- (d) The teacher asked whether the children were preparing their lessons or whether they were taking an examination.

Once, again, verbs change from Present Progressive to Past Progressive, and from the declarative form to the interrogative. *Whether—or* and *whether—or whether* are

the correlative conjunctions used to connect elements or the parts of sentences. In (a), (b), and (c), the correlatives join the elements of a sentence only, and we find *whether—or*. But in (d) the correlatives stand between the parts of a compound sentence and we find *whether—or whether*.

Exercise III.

Construct fifteen sentences similar to those in paragraph 54 and change to indirect discourse. See that each presents an alternative and that the alternative concerns action going on in present time.

Note that this lesson calls for three groups of thirty sentences each, or ninety sentences in all.

LESSON 17.

GENERAL REVIEW EXERCISE—DECLARATIVE SENTENCES.

Exercise I.

Here are twenty-five sentences the verbs of which are in the Present Tense, Indicative Mode. Change them to indirect discourse.

(1) "Pedro changes his shoes whenever he leaves the house," said Maria.

(2) "My horse whinnies whenever I enter the stable," said Gregorio.

(3) "The children are still playing under the trees, although it is raining," said Rosa.

(4) "I frequently pass the church as I go to work, in order to hear the music," said Juan.

(5) "The boy who is standing near the door is sent home nearly every day for bad conduct," said the teacher.

(6) "Maria is crying because her father scolded her," said Jose.

(7) "I am trying to make a picture frame for my cousin who lives in Panay," said Alfonso.

(8) "The church at Pasig stands on the bank of a wide river," said Maria.

(9) "The Yantse-Kiang River drains the great plain of China," said the geography teacher.

(10) "Fishes breathe by means of gills," said Juan's father.

(11) "I think you ought to stay at home to-day, because you look pale," said Juan's father to him.

(12) "Maria is baking a cake in the kitchen because she is expecting friends for dinner," said her brother.

(13) "My dog barks whenever a stranger opens the gate," said Jose.

(14) "I am certain that two and two are four," said the little girl.

(15) "The clouds are gathering so thickly that I feel sure it is going to rain," said Pedro.

(16) "Nearly all trees in the temperate zone are deciduous," said Paula.

(17) "The people are assembling in the streets because there is a procession to-day," said Juan.

(18) "Some birds pretend to be lame and run on the ground in order to assist their little ones to escape from the hunter," said Paulo.

(19) "The sun rises in the east and sets in the west," said the teacher.

(20) "Tropical plants do not grow well in temperate climates," said Jose.

(21) "The house which is burning belongs to my father," said Maria.

(22) "A patriot is a man who loves his country and does his duty toward it," said the teacher.

(23) "I am looking for my book which I left on the window seat," said Gregorio.

(24) "The children are crying because their mother is dead," said Nora.

(25) "I am fastening the window which is broken," said Gregorio.

Exercise II.

Here are twenty-five interrogative sentences, the verbs of which are in the Present Tense, Indicative Mode. Change them to indirect discourse.

(1) "Does your teacher scold you whenever you are late for school?" said Gregorio to Maria.

(2) "Are you writing a letter to your mother or to your friend?" said Paulo to Luz.

(3) "Do the Moros permit strangers to live in their villages?" said the American to the Filipino.

(4) "How does Carlos obtain the money which he spends so freely?" said Pedro to Carlos's sister.

(5) "What do you do when you have the toothache?" said Pedro to his friend Gloria.

(6) "Where is Paulo going?" said Luz to his sister.

(7) "Why is Pedro sitting in the sun with nothing on his head?" said his father to Maria.

(8) "How does your mother cook shrimps?" said Gregorio to Luz.

(9) "Where does the janitor put the papers which we throw in the waste basket?" said Paz to Jose.

(10) "At what time in the morning does the postman pass your house?" said Nora to Jose.

(11) "Do you know the answers to all the questions in our lesson?" said Pedro to Luz.

(12) "Are you sewing because your mother makes you do so or because you like to do it?" said Pedro to Maria.

(13) "Does your mother permit you to eat before you go to bed?" said Alejandro to his cousin Paula.

(14) "What makes you think that you can not do the problems in our lesson?" said Maria to Jose.

(15) "Why does Pedro always bring his dinner to school?" said Maria to Consejo.

(16) "Adela, are you listening to what I am telling you?" said the teacher.

(17) "Paulo, can you tell me what river in South America crosses the equator?" said the teacher.

(18) "Jose, are you eating a mango?" said the teacher.

(19) "Girls, do you obey all the directions which are given you about cleanliness?" said the domestic science teacher.

(20) "Does Maria spend her afternoons in play or does she spend them in study?" said the visitor to Maria's mother.

(21) "Do you believe that your horse understands what you say to him?" said Luz to Pedro.

(22) "Are you ready to take the dictation?" said the teacher to the class.

(23) "Are you sure that you are not making a mistake in the work which you are doing?" said Pedro's mother to him.

(24) "Does my father like to have me scolded by the teacher?" said Jose to his mother.

(25) "Mother, do you believe that there are cholera germs in dirty houses?" said Jose.

LESSON 18.

THE PAST TENSE.

56. Like the Present Tense, the Past Tense of the Indicative Mode is conjugated in two forms, Ordinary and Progressive. (For model conjugation, see pp. 138-141.) The Progressive Form is used when the action predicated is thought of as progressive, or continuous. The Ordinary Form is used when the action or the condition predicated is thought of as an episode—when the verb predicates episodic action.

57. *Meaning of the Word "Episodical."*—The word "episode," from which *episodical* is derived, is defined thus: "An action or incident standing out by itself, but more or less connected with a series of events."

Now, when some one says "Pedro wrote a letter last week,"

the mind of the speaker is not upon the action of writing. Clearly the speaker is not thinking of Pedro as he appeared when the writing was in progress. What the speaker desires to say is that such an event as the writing of the letter took place. But if he should say, "Pedro was writing for three hours on a letter yesterday," we understand that he is not thinking of the writing of the letter as an event—indeed we can not tell if the letter was completed—but he is thinking of Pedro's action progressing, or continuing, over a period of three hours. He is giving us information as to how Pedro spent three hours of his time, but he does not tell us whether or no the letter was completed. No event—no episode—is predicated. In order to express the idea that an action is completed—that an episode has taken place—it is necessary to use the Ordinary Form of the Past Tense, which predicates what we may call the episodic action.

58. The following quotation illustrates another use of the verb in the Progressive Form:

"One day the children were writing at their seats. The teacher was putting some problems on the board. The monitors were passing the pens and ink. Suddenly some visitors entered the room."

According to the statements made in that quotation, three actions were in progress in the room—the writing, the putting of problems on the board, the passing of pens and ink—all of which were interrupted by one brief action, that of entering the room. This last action was, in the language of the definition of the episode "An action standing out by itself, but more or less connected with a series of events," the events in this case being the three progressive actions.

59. *The Chief Use of the Ordinary Form.*—The Past Tense, Ordinary Form, is invariably used in English to predicate an episodic action which took place at a point of past time. Examples:

Abraham Lincoln was assassinated in 1865.

Columbus discovered the mouth of the Orinoco in 1498.

Pedro took an examination last week.

Maria baked a cake yesterday.

60. *Need of an Adverbial Element of Time.*—The Past Tense itself is indefinite in the time it expresses. But events, or episodes, all take place at a fixed point of time, and progressive past actions all extend over a fixed period of time. Hence we seldom find the Past Tense unless there is, in the same sentence or in the immediate context, an adverbial element of time which establishes a definite past time for the action. When such an adverb of time is used, we cannot employ any other than the Past Tense to predicate the action. We cannot say, “*I have bought a clock yesterday.*” “*Pedro had gone to Cavite last week.*”

If no other related actions are to be predicated of the subjects *I* and *Pedro*, the sentences must be, “*I bought a clock yesterday.*” “*Pedro went to Cavite last week.*”

Exercise I.

Construct twenty-five simple declarative sentences, in each of which an episodical action is predicated. See that there is, in every sentence, an adverbial element of time, fixing a definite past time for the action. Change to indirect discourse. Do not use the same verb twice.

The Past Tense remains unchanged in indirect discourse. Your verbs remain in the Ordinary Form of the Past Tense in indirect discourse, though there may be changes in person and number of their subjects.

61. *Uses of Progressive Forms*—

(a) Last Thursday Salome was playing in the garden, when her cousin came to visit her.

(b) A couple of weeks ago, as some men were building a house, the structure suddenly collapsed, killing three of them.

(c) Pedro was riding a black horse when I saw him a few days ago.

(d) Day before yesterday Jose was passing along the street, when the fire engine dashed by him.

(e) Last Sunday as the congregation was singing a hymn, an earthquake suddenly shook the church.

If you examine these sentences, you will perceive that they are all complex sentences, one clause of each sentence being a temporal clause. The verb in one clause predicates a continuous action, while the verb in the other predicates an episodical action, interrupting the course of the contin-

uous action predicated in the first clause. You will also notice that the connectives used to join the subordinate clause to the principal clause are the subordinate connectives *as* and *when*. When *as* is used, the continuous action is predicated in the temporal clause and the episodic action in the principal clause; but when *when* is used, the continuous action is predicated in the principal clause and the episodic action in the temporal clause. This distinction in the structure of sentences in which *as* and *when* serve as connectives seems to be unvarying. Either form is correct.

62. Supposing that some one named Pedro said all those things, we may desire to tell what Pedro said. Our words will take this form:

(a) Gregorio said that, a couple of weeks before, as some men were building a house, the structure suddenly collapsed killing three of them.

(b) Gregorio said that Pedro was riding a black horse when he saw him a few days before.

(c) Gregorio said that, two days before, Jose was passing along the street when the fire engine dashed by him.

(d) Gregorio said that, the Sunday before, as the congregation was singing a hymn, an earthquake suddenly shook the church.

In all these reproduced sentences, you find no change in the tense of the verb, but you find changes in the number and person of the subject, and those changes in adverbial element of time which were discussed in Lesson 2.

Exercise II.

Construct twenty-five complex declarative sentences, in each of which the verb of one clause predicates a continuous action while the verb in the second clause predicates an episodic action interrupting the course of the continuous action. Change your sentences to indirect discourse.

LESSON 19.

[Continuation of Lesson 18.]

USES OF THE PAST TENSE, PROGRESSIVE FORM AND ORDINARY FORMS.

63. Three days ago, Pedro went to see Jose, who was cleaning his gun when Pedro arrived.

This morning the teacher scolded a boy who was talking without permission.

Yesterday Maria called her sister, who was drawing a picture of a cat.

A few minutes ago the dog bit a man who was trying to enter the house.

Last year the storm destroyed all the ilang-ilang trees which were growing in Mr. Santos's yard.

In these sentences we have an episodical action predicated in the principal clause, while the continuous action is predicated in a relative clause modifying some word of the principal clause.

Exercise I.

Construct twenty-five complex declarative sentences similar to those in paragraph 63, in which the verb in the principal clause predicates an episodical action while the verb in the modifying relative clause predicates a continuous action. Change your sentences to indirect discourse.

64. For two hours yesterday afternoon, Maria was reading to her mother while the mother was sewing on Maria's new dress.

Last week, a bad little boy was throwing chalk all the while the teacher was writing problems on the board.

At church last Sunday, the choir was singing the "Credo" while the deacons were passing the contribution box.

For two hours yesterday, the lazy clerk was sitting still, doing nothing, while the other clerks were all working.

In this group we have complex sentences in which both principal and subordinate clauses contain predicating verbs in the Progressive Form, expressing continuous action. The continuous actions predicated in both clauses extend over equal periods of time, and the sentences contain, not only adverbial elements fixing the time at which the actions took place, but also adverbial elements expressing the duration of time over which the progressive actions extended.

Exercise II.

Following the model given in paragraph 64, construct twenty-five complex declarative sentences, in each of which a continuous action is predicated in both clauses, and change your sentences to indirect discourse.

Retain the Past Tense in the indirect discourse throughout these exercises.

LESSON 20.

[Continuation of Lesson 18.]

THE USES OF THE PAST TENSE, PROGRESSIVE AND ORDINARY FORMS.

65. (a) One day Maria was sorting the clothes. She was counting them to send to the wash. Suddenly a scorpion, which was on a piece of clothing, bit her.

(b) Yesterday Pedro was cleaning the carriage. He was bending down to rub the wheel. Suddenly his foot slipped and he fell, breaking his leg.

(c) Last Sunday as Maria was going to church, she was crossing a muddy street. A carriage dashed by and spattered her with mud.

Here, we have groups of sentences where a number of continuous actions are taking place, which are interrupted by an episodical action predicated in another sentence. Although predicated in different sentences the actions are all related to one point of time generally fixed by an adverbial element in the first sentence.

Exercise I.

Following this model, construct ten paragraphs of at least three sentences each, in two sentences of which continuous actions are predicated, and in the third sentence of which an episodical action interrupting the course of the continuous actions is predicated. Change the paragraphs to indirect discourse.

66. *The Past Tense in Indirect Discourse.*—Inasmuch as nearly every sentence in which the Past Tense is used contains an adverbial element fixing a definite past time, and inasmuch as the adverbial elements are always retained, in changed form, in the reproduced sentence, the Past Tense may be retained in the indirect discourse. But there is a class of sentences in which the Past Tense must change to the Past Perfect. Study carefully the following sentences in both the original and reproduced forms:

"Maria," said her father, "where are the books which were lying on the table?"

"Lorenzo, why do you not read the books which your mother gave you so long ago?" said Salome.

"Those plants which were flourishing are beginning to decay," said Paulo.

"What has become of the tree which stood near the gate a few years ago?" said Enrique.

67. You will observe that although Maria's father spoke of the books having, at one time, lain on the table, it is evident that the books were no longer on the table at the time he asked the question. So far as the books were concerned, the state of lying on the table was completed before the new state of lying somewhere else could be begun. The action of giving the books referred to in the second sentence had to be completed prior to the reading of the book. In the direct discourse, the relation between the times of the states of being or actions predicated is clearly indicated by the difference in tenses, one verb being in the Present Tense, while the prior action or state is predicated by a verb in the Past Tense. Since, in passing to indirect discourse the verb in the Present Tense becomes Past Tense, it will be necessary, in order to retain the relation of priority between the two verbs, to carry the verb in the Past Tense back to the Past Perfect. If the four sentences are changed to indirect discourse they will read as follows:

Maria's father asked her where the books were which *had been lying* on the table.

Salome asked Lorenzo why he did not read the books which his father *had given* him long before.

Paulo said that the plants which *had been flourishing* were beginning to decay.

Enrique asked what had become of the tree which *had stood* near the gate a few years before.

68. From these examples and from a multitude of others like them which could be cited, we may deduce the following rule:

When a complex sentence contains a verb in the principal clause in the Present Tense, and a verb in the subordinate clause in the Past Tense, in order not to disturb the time relations expressed in the two verbs, the verb in the Past Tense must be carried back to the Past Perfect Tense, when the sentence passes to indirect discourse.

Exercise II.

Bearing in mind the explanations made in paragraphs 66, 67, and 68, and following the model sentences in both direct and indirect discourse, construct twenty-five complex declarative sentences in which the verb in the principal clause is in the Present Tense and the verb in the subordinate clause is in the Past Tense. Change your sentences to indirect discourse.

LESSON 21.**INTERROGATIVE SENTENCES IN THE PAST TENSE.**

69. If now we turn back to lesson 18, and glance at the first group of illustrative sentences, we can see that interrogative sentences, can be made concerning the statements made there. We can ask:

Was Abraham Lincoln assassinated in 1865?

Did Columbus discover the mouth of the Orinoco in 1498?

Did Pedro take an examination last week?

Did Maria bake a cake yesterday?

70. All these sentences can be answered by *yes* or *no*, and for that reason the verb *asked* used to introduce these sentences in indirect discourse must be followed by *if*. Their reproduced forms would be as follows, supposing that the teacher asked the questions:

The teacher asked if Abraham Lincoln was assassinated in 1865.

The teacher asked if Columbus discovered the mouth of the Orinoco in 1498.

The teacher asked if Pedro took an examination the week before.

The teacher asked if Maria baked a cake the week before.

These reproduced forms of sentences follow the same rule that you applied in the case of the Present Tense. The verbs change from the interrogative conjugation to the declarative. The reproduced sentence is a declarative one instead of an interrogative one.

Exercise I.

Construct twenty-five simple interrogative sentences similar to those illustrating this lesson, and change to indirect discourse. See that each question can be answered by "yes" or "no," that it is a question about an episode and not about a continuous action.

71. Now re-read the sentences in paragraph 61 of Lesson 18. These are complex sentences, but they can be put in interrogative form. Examples:

(a) Was Salome playing in the garden last Thursday when her cousin came to visit her?

(b) As the men were building a house three weeks ago, did the structure suddenly collapse, killing three of them?

(c) Was Pedro riding a black horse when you saw him a few days ago?

(d) Did the fire engine dash by Jose as he was passing along the street day before yesterday?

(e) Did an earthquake shake the church last Sunday as the congregation was singing a hymn?

The attempt to take *any* declarative sentence and turn it into an interrogative one results sometimes in sentences which have very little point. For instance, one can not imagine that there would ever be much use for the second sentence in the above group, while the first sentence would be one very natural to ask. In constructing sentences of your own, try to get natural sentences, asking things that persons would be likely to ask.

Exercise II.

Construct twenty-five complex interrogative sentences similar to the above, each sentence to be answerable by "yes" or "no," and to contain a verb predicating an episodical action in one clause and a verb predicating continuous action in the other. See that all clauses are temporal clauses. Change your sentences to indirect discourse.

LESSON 22.

[Continuation of Lesson 21.]

72. *Uses of Verbs in Past Tense, Ordinary and Progressive Forms, in Interrogative Sentences.*—Return to Lesson 19 and read over the first group of illustrative sentences given there. If we attempt to turn these sentences into indirect discourse, some of the resulting sentences will make good sense, and some will be nonsensical. Examples:

Three days ago, did Pedro go to see Jose, who was cleaning a gun when Pedro arrived?

Yesterday did Maria call her sister, who was drawing a picture of a cat?

Did the dog bite the man who was trying to enter the house a few minutes ago?

Did the teacher scold the boy who was talking without permission this morning?

The first two of these sentences, although they are good sentences in the declarative form, are nonsensical and useless in the interrogative form. On the other hand, the last two are such as anyone might have occasion to ask. But you can see that, in the declarative forms of the last two sentences the relative clauses are used to point out the person to which they refer. Such clauses are called restrictive, and it is only when the relative clause is restrictive that the complex interrogative sentence of this type is a sensible one.

Exercise I.

Using the last two sentences in the above illustration as models, construct twenty-five complex interrogative sentences, each one answerable by "yes" or "no" and each one containing a subordinate relative clause. Change to indirect discourse.

73. Now read the sentences in paragraph 64 of Lesson 19. If we try to put these same sentences into interrogative form, they read as follows:

Was Maria reading to her mother for two hours yesterday afternoon while her mother was sewing on Maria's dress?

Was the bad little boy throwing chalk all the while the teacher was writing on the board last week?

Was the choir singing the "Credo" at church last Sunday while the deacons were passing the contribution box?

Was the lazy clerk sitting still doing nothing for two hours yesterday while all the other clerks were working?

Exercise II.

Following the model given in these sentences, construct twenty-five complex interrogative sentences, each one of which can be answered by "yes" or "no" and in each of which the actions predicated in both clauses are continuous. Change to indirect discourse.

LESSON 23.

FURTHER CONSTRUCTIVE EXERCISES BASED UPON LESSON 18.

Exercise I.

Construct twenty complex interrogative sentences not answerable by "yes" or "no," in each of which there is a main clause containing a predicated verb in the Present Tense, Indicative Mode, modified by a subordinate clause in which the predicated verb is in the Past Tense. Change your sentences to indirect discourse.

SUGGESTION ON THE PREPARATION OF THE ABOVE EXERCISE.

The class of sentences required in this exercise are in their interrogative form the same as those found under paragraph 66 of Lesson 20.

Exercise II.

Here are twenty interrogative sentences which can not be answered by "yes" or "no." Change them to indirect discourse.

(1) "What was Paulo doing when the teacher sent him home?" said Nora.

(2) "Where was the book lying when you found it?" said Maria to Paulo.

(3) "What was Maria saying to you when I passed you yesterday?" said Luz to her brother.

(4) "Where was the teacher sitting when he caught you cheating?" said Luz to Pedro.

(5) "How was Salome looking when you saw her last week?" said Maria to Pedro.

(6) "Who made the map which was hanging on the wall last week?" said the principal to the teacher.

(7) "Who struck the boy who was crying a few minutes ago?" said Luz to the teacher.

(8) "Where did you put the books that were lying on the table this morning?" said Paulo to Victor.

(9) "Which policeman arrested the man who was fighting on the street last night?" said the fiscal to the police sergeant.

(10) "How did you cool the water which was boiling a few minutes ago?" said Mrs. Ocampo to her cook.

(11) "Where were you hiding all the time I was looking for you?" said the father to his son.

(12) "What were you thinking about all the time the preacher was reading his sermon last Sunday?" said Romana to Josefa.

(13) "How were you employing yourself while your chief was taking his vacation?" said one clerk to another.

(14) "How were you enjoying yourself yesterday while the band was playing?" said Maria to Pedro.

(15) "What were you doing in the three hours during which the procession was passing your office?" said Gregorio to his friend Paz.

(16) "Where is the family which, last year, was living in the next house?" said Pedro to Gregorio.

(17) "What has become of the ink which was in the bottle yesterday?" said Pablo to his servant.

(18) "Why do the curtains which hung so fresh last week look so limp this week?" said Paula's mother to her.

(19) "Maria, when do you intend to copy the work which I gave you to do last week?" said her father.

(20) "Pedro, why do you neglect to follow directions which were sent to you months ago?" said the correspondence teacher to the boy.

Exercise III.

Here are ten complex interrogative sentences, each one presenting an alternative. Change them to indirect discourse.

(1) "Did Pedro leave the letter at the post-office or did he forget to do so?" said his father.

(2) "Were you sleeping or reading when I called you last night?" said Gregorio's sister to him.

(3) "Did they catch the man who was trying to set fire to the house, or did he escape?" said Pablo to the officer.

(4) "Were you practicing while you were shut up in the music room yesterday, or were you just pretending to practice?" said Maria's brother to her.

(5) "Have the letters which were lying on the table been posted or have they been forgotten?" said Pablo's father to him.

(6) "Was Jose standing on the corner when you saw him yesterday or was he working in the store?" said Jose's employer to his wife.

(7) "Did the superintendent discharge the teacher who broke the rule about smoking, or did he give him another chance?" said Pedro to Pablo.

(8) "Was Jose writing letters all yesterday afternoon while the rest of you were working, or was he doing his work?" said the chief clerk to his assistant.

(9) "Did Henry the Fourth issue the Edict of Nantes or did Charles the Ninth do it?" said the history teacher to Paulo.

(10) "Are the children succeeding with the new lessons which were given them a while ago, or are they having trouble with them?" said the principal to the teacher.

LESSON 24.

APPLICATION OF PRINCIPLES LEARNED IN PRECEDING LESSONS
TO GENERAL REPRODUCTION WORK—CONVERSA-
TION CHANGED TO NARRATIVE.*Exercise I.**Change the following conversation to a narrative:*

CONVERSATION.

"Well, Jose, I see that you are elected Assemblyman for your district," said Pablo, entering Jose's office. "I hope that you may succeed in a political career."

"Thank you, my friend," replied Jose. "Now, please tell me whatever things you feel are necessary to be done for our province. I want to do the best I can, and I need help."

"If you can influence other Assemblymen to see the necessity of good roads, always do so," said Pablo. "Our last Assemblyman, who was a lawyer before he was elected to the Assembly, did not always take interest in the farmers. He interested himself more in politics than he did in agriculture. The result is that fields which were once fertile are now lying idle in our district."

"Did my predecessor enjoy the full confidence of the people, or was he mixed up in the quarrel between political parties?" said Jose.

"He was a man well respected, but he was not a practical man," replied Pablo. "I think he tried to do his best."

"I find the position of succeeding a man who was so well liked a difficult one," said Jose.

"Let me write you a few letters of introduction to friends of mine in Manila," said Pablo. "Your predecessor had many friends in Manila, it is true, but there is no reason why you should not have as many. As for us, do your best always to advance our material interests. This country needs more wealth in order to obtain education and development, and the way to get wealth is to encourage agriculture and to build good roads. Suppose you let that be your especial work as an Assemblyman."

"Your suggestions are admirable," said Jose. "Meanwhile, the boy whom I sent out for a cooling drink has returned with some ice-cold lemonade. Let us have a glass of lemonade and drink to improved agriculture and good roads."

"Were you present when the man on the street was delivering his temperance speech yesterday?" said Pablo, smiling, as they drank their lemonade.

"I was not there, but my secretary was, and he told me all about it. We hear many new things these days," said Jose.

"I was not present either, but I heard about it also," said Pablo. "Did the man make an impression upon his hearers or did they laugh at him?"

"They listened quite kindly to all he had to say," replied Jose. "And, as you may see, I was sufficiently influenced by my secretary's report to try lemonade as a drink. It is quite cooling."

"I have enjoyed your conversation and the lemonade very much," said Pablo. "I must not take more of your time. Let me know if I can be of any assistance to you at any time. Good day."

"Good day," replied Jose. "I thank you for your good advice. What you said is already of assistance to me."

Exercise II.

Change the following conversation to a narrative:

CONVERSATION.

"What kind of time did you have at your reception yesterday?" said Mrs. Jones to Mrs. Ocampo, one day.

"On the whole it was a perfect success," replied Mrs. Ocampo. "Nearly all the ladies whom I invited came and, as the weather was perfect, they all looked their best, and everybody seemed to have a good time. I was so sorry you could not be with us."

"I was sorry too," said Mrs. Jones, "but, as I told you, I was entertaining some friends from Dumaguete and, as they are in mourning, they could not go out, and I did not care to leave them. Please come and see them before they go away."

"I am going to see them this afternoon," said Mrs. Ocampo. "Meanwhile, where are you going? Let me drive you wherever you want to go."

"Thank you," answered Mrs. Jones, "but, as I am walking especially for exercise, I think I will not accept your kind offer. Let us go together to the *Gota de Leche* meeting next week. I am ashamed of having missed the meeting last time."

"I remember noticing that you were not there," said Mrs. Ocampo.

"What did you do?" asked Mrs. Jones.

"We discussed the advisability of establishing a *creche*,¹ and of having a special course in the study of infant food introduced into the upper grades of the schools," replied Mrs. Ocampo.

"That is a very sensible idea," exclaimed Mrs. Jones. "Did they come to any decision on the matter?"

"No; it was left over till this next meeting. You must not miss it."

"Please send me word if you can call for me," said Mrs. Jones.

"I am quite sure that I can. But perhaps it is better to drop you a note. Are you going to the opera this week?"

"We are going Thursday night, as my friends are going to be out of town for that one night. What do you think of the present company?"

¹ A *creche* is a sort of day nursery where mothers who have to work can leave their little children during the hours of employment. They pay a few cents for the care and the food given the child.

"It is a good company, but not so good as the company we had last year. The soprano is the best of them all."

"What a pity! I think I prefer a good tenor to a good soprano. However, I really must hurry on. Remember that you are coming to see my friends this afternoon. Good bye."

"Good bye," said Mrs. Ocampo.

LESSON 25.

APPLICATION OF PRINCIPLES LEARNED IN PRECEDING LESSONS TO GENERAL REPRODUCTION WORK—CONVERSA- TION CHANGED TO NARRATIVE.

Exercise I.

Change the following conversation to a narrative:

Mrs. TUASON. Pedro, I was looking for you half an hour ago. Where were you?

PEDRO. I was out in the garden under the banana trees.

Mrs. TUASON. What were you doing there?

PEDRO. I was watching a fight between two lizards.

Mrs. TUASON. Did you hear me call you?

PEDRO. Yes, mother, I did.

Mrs. TUASON. Why did you not come?

PEDRO. Because I was interested in watching the fight. I thought you would not mind. It was great fun to see them. They were furious, and they acted just as men do when they get angry. Did you want me to do anything, mother?

Mrs. TUASON. I wanted you to go on an errand for me, but since you were not here, your sister went. I am quite out of patience with you, Pedro. Never do such a thing again. When you hear me calling, answer me at once, no matter what you are doing.

PEDRO. If you do not want me for anything now, mother, I should like to go back to the garden. I just came in for a drink of water.

Mrs. TUASON. But I do want you. I want you to help me in the kitchen. Get the mop and the broom and clean the kitchen floor for me.

PEDRO. I hate cleaning the kitchen.

Mrs. TUASON. I am afraid that you hate anything that is useful. You must learn that you can not always do what you want.

PEDRO. Why can't the cook clean the kitchen when he comes back from market?

Mrs. TUASON. Because he has something else to do. Suppose you ask no more questions, but do what you are told to do.

(So Pedro went to work cleaning the kitchen. Presently his brother Enrique came in.)

ENRIQUE. What are you doing Pedro?

PEDRO. I should think you could see what I am doing.

ENRIQUE. Of course I can. Let me help you, Pedro. I like to splash water all over the floor.

PEDRO. You can do it all if you want to.

(Pedro gave the broom to Enrique and Enrique went to work cleaning the kitchen. Pedro went back to the garden. Presently Mrs. Tuason entered the kitchen.)

Mrs. TUASON. Enrique, why are you doing this? I told Pedro to do it.

ENRIQUE. But Pedro does not like to do it, mother, and I do. So I offered to help him, and he said that I might do it all if I wanted to.

Mrs. TUASON. Pedro is very kind. Pedro, come here. You have left the work which I gave you to do and have gone off playing. You must pay for your disobedience. Next week, you can not go to the fiesta, but must stay at home and work every day.

PEDRO. Just my luck.

LESSON 26.

THE PAST TENSE, EXPRESSING FREQUENTATIVE OR HABITUAL ACTION.

74. *The Ordinary Form Used.*—The Ordinary Form of the Past Tense is used to predicate habitual or frequentative action in past time. Examples:

(a) When Pedro was attending school in Manila, *he went* often to the theater.

Although, at that time, Mr. Santos was busily preparing for his journey, *he paid* a visit every day to his sick friend.

(b) While Carlos was under medical treatment, *did he take* his usual exercise every morning?

When Maria was taking music lessons, *did she practice* regularly?

(c) Where *did Jose pass* his vacation during the years in which he was studying abroad?

How *did the colonists treat* the Indians during the first years of the settlement?

The sentences in group (a) are complex declarative sentences in which the adverbial element of time is supplied by a temporal clause, while the frequentative action is predicated by a verb in the Ordinary Form of the Past Tense, Declarative.

In group (b) the sentences are interrogative and can be answered by *yes* or *no*. Again a temporal clause supplies the adverbial element of time, while the predicating verb is in the interrogative form of the Past Tense, Ordinary Form.

The sentences of group (c) are general questions which can not be answered by *yes* or *no*. The temporal clause supplies the adverbial element of time, while the predicated verb of the principal clause is the interrogative form of the Past Tense, Ordinary Form.

Exercise I.

Following the model given in group (a) of paragraph 74, construct fifteen complex declarative sentences, in each of which the Ordinary Form of the Past Tense is used to predicate frequentative or habitual action in past time, and change your sentences to indirect discourse. Do not use the same verb twice in your principal clause.

Exercise II.

Following the model sentences given in group (b) of paragraph 74, construct fifteen complex interrogative sentences, in each of which a question which can be answered by "yes" or "no" is asked about habitual or frequentative action in past time. Change your sentences to indirect discourse.

Exercise III.

Following the model sentences given in group (c) of paragraph 74, construct fifteen complex interrogative sentences, which can not be answered by "yes" or "no" and in each of which the question asked is about habitual or frequentative action in past time. Change your sentences to indirect discourse.

SUGGESTIONS ON THE PREPARATION OF THE LESSON.

Note carefully that not one of the sentences in this lesson conforms to the class of sentences in which it is necessary to change the Past Tense to the Past Perfect Tense in passing to indirect discourse. Retain your Past Tense in the indirect discourse, but remember to change interrogative forms of the verb to declarative forms in the indirect discourse.

Note that this lesson calls for ninety sentences—forty-five in direct discourse and forty-five in indirect discourse.

LESSON 27.

ENGLISH IDIOMS FOR EXPRESSING FREQUENTATIVE ACTION IN PAST TIME.

75. *The Ordinary Form of Verb Predicates Frequentative Action.*—The shortest and simplest way to predicate frequentative or habitual action in past time is to use the Ordinary Form of the Past Tense, as you learned to use it in Lesson 26. But there are several idiomatic uses which are in frequent demand. Using the sentences of groups (a), (b), and (c) of Lesson 26 as the base sentences, we here present groups of sentences showing the idiomatic equivalents.

(a) When Pedro was attending school in Manila, he went often to the theater.

When Pedro was attending school in Manila, he used to go often to the theater.

When Pedro was attending school in Manila, he would often go to the theater.

When Pedro was attending school in Manila, he was in the habit of going often to the theater.

Although, at that time, Mr. Santos was busily preparing for his journey, he paid a visit every day to his sick friend.

Although, at that time, Mr. Santos was busily preparing for his journey, he used to pay a visit every day to his sick friend.

Although, at that time, Mr. Santos was busily preparing for his journey, he would pay a visit every day to his sick friend.

Although, at that time, Mr. Santos was busily preparing for his journey, he was in the habit of paying a visit to his sick friend every day.

Exercise I.

Following the model in this lesson, construct twelve groups of equivalent sentences expressing frequentative action in past time, and change to indirect discourse.

LESSON 28.

[Continuation of Lesson 27.]

THE PAST TENSE EXPRESSING FREQUENTATIVE ACTION.

76. Questions may be asked about habitual action. Examples:

(a) When Carlos was under medical treatment, did he take his usual exercise every morning?

While Carlos was under medical treatment, would he take his usual exercise every morning?

While Carlos was under medical treatment, was he in the habit of taking his usual exercise every morning?

(b) When Maria was taking music lessons, did she practice regularly?

When Maria was taking music lessons, would she practice regularly?

When Maria was taking music lessons, was she in the habit of practicing regularly?

If you compare these groups with the illustrations for declarative sentences given in Lesson 27, you will see that one form used throughout the declarative is lacking in the interrogative sentences. We have no interrogative form for *he used*. While it might be possible to say "did he use," practically it is never done.

Exercise I.

Construct fifteen groups of three sentences each similar to those given in this lesson, and change to indirect discourse. See that your sentences, like these, can be answered by "yes" or "no."

LESSON 29.

[Continuation of Lesson 27.]

THE PAST TENSE EXPRESSING FREQUENTATIVE ACTION.

77. Questions which need not be answered by *yes* or *no* can be asked about frequentative action.

(a) Where did Jose pass his vacations in the years during which he was studying abroad?

Where would Jose pass his vacations in the years during which he was studying abroad?

Where was Jose in the habit of passing his vacations in the years during which he was studying abroad?

(b) How did the colonists treat the Indians during the first years of settlement?

How would the colonists treat the Indians during the first years of the settlement?

How were the colonists in the habit of treating the Indians in the first years of the settlement?

Exercise I.

Following the model sentences given above, construct fifteen groups of three interrogative sentences each. See that sentences can not be answered by "yes" or "no" and that they ask questions about frequentative action.

LESSON 30.

APPLICATION OF PRINCIPLES LEARNED IN PRECEDING LESSONS
TO REPRODUCTION OF CONVERSATION AS NARRATIVE.*Exercise I.*

Change the following bit of conversation to a narrative.

Mr. CAMPOS. Good morning, Miss Villanueva. When did you return from your trip to Japan?

Miss VILLANUEVA. We came in last week on the *Manchuria*. I am very glad to see you. How is your wife?

Mr. CAMPOS. Thank you, she is quite well. She is looking forward to seeing you and hearing all about your trip. Did you have a pleasant time?

Miss VILLANUEVA. We had a delightful time. I was never more interested in my life. We spent weeks in the mountains, and had picnics and excursions every day.

Mr. CAMPOS. How did your mother stand the trip?

Miss VILLANUEVA. She stood it very well, and grew stronger all the time. As you know, she was quite ill when we started, but she began to improve as soon as we were at sea. She could not walk much, but she would lie on deck in her steamer chair while I was promenading. Then I would read to her for half an hour, and then she would take her morning nap. After luncheon, she would take another nap while I also indulged in a short siesta. It was quite remarkable how quickly she improved. Then when we were in Nagasaki, we used to take a short walk every morning before breakfast, and before long she was able to go about quite a little. We had one exciting experience.

Mr. CAMPOS. Please tell me about it.

Miss VILLANUEVA. I suggested to my mother one morning that we should hire two rickshaws and go to a town about ten miles away. It was a delightfully cool day, and the fields were green as emerald. People were working in them, and far away the sun was shining on the top of Fujiyama. Our rickshaw men were young and strong and fairly flew along. Mother and I were laughing and talking together when suddenly my rickshaw man stumbled and fell down. I went flying out of the rickshaw into the ditch at the side of the road, but fortunately was not hurt. But the poor man had broken his leg and there we were, four or five miles out in the country, neither of us able to speak a word of Japanese. Fortunately a party of tourists came by in automobiles and took us back to town, or we might have stayed there all day.

Mr. CAMPOS. That was indeed an exciting experience. Come soon and tell my wife all about it.

Miss VILLANUEVA. I have to stay at home this week because our nurse is gone and I do not like to leave my mother alone. Ask

Maria to come over and spend the day with me to-morrow. We can have such a fine time all by ourselves.

Mr. CAMPOS. You are very selfish. However, I know she will come. Good bye.

Miss VILLANUEVA. Good bye.

LESSON 31.

THE FUTURE TENSE.

78. *Model for Conjugation.*—A model for conjugating the Future Tense in the Ordinary Form is found on pages 138–141 of this book: In the constructive lessons, however, we shall treat of the Future Tense from the standpoint of all the varieties of meaning which we can find in its use.

79. *Use of Auxiliaries.*—In the conjugation model you find *shall* used as an auxiliary in the first person singular and plural, and *will* used in the second and third persons, singular and plural. The truth is that *shall* and *will* are used in all persons and in both numbers; and their use is determined by the meaning which the speaker wishes to express. Imagine that a boy named Gregorio says all these things:

(a) I shall buy a new hat to-morrow, if my father gives me the money.

(b) Brother, I will buy a hat for you too, if father gives me enough money.

(c) I shall learn to ride a bicycle next summer, if I have time.

(d) I will learn to ride a bicycle, even if I get hurt trying to do so.

(e) Miss Pilar, we boys shall spend our vacation in the country. We decided to do so at our last meeting.

(f) Girls, we boys will arrange for a picnic next week, if you will promise to attend.

(g) We will not submit to tyranny from you older boys, even if we have to leave school.

(h) If I get my feet wet, I shall catch cold.

(i) If we do not hurry, boys, we shall be late.

80. *"Shall" Used in First Person Expressing Mere Futurity or Intention.*—If you examine the sentences carefully, you will perceive that in (a), (c), and (e) Gregorio is announcing his intentions of performing a certain act at some future time. In (h) and (i) he is expressing his certainty that an event will take place, and we say that, in such sentences, *shall* expresses mere futurity.

In (a) and (c), Gregorio is speaking for himself alone. In (e), he is the spokesman for a number of his companions who agree with him. In (h), he is speaking for himself alone, but in (i) is speaking for his companions as well as for himself. In none of the sentences is he promising anything, or expressing his determination to do something in defiance of the wishes of others or in spite of obstructing circumstances. He is either stating something which he intends to do in the immediate future, or he is stating his knowledge that certain things will happen in the future.

81. *Changes Undergone in Passing to Indirect Discourse.*—In passing to indirect discourse *shall* changes to *should* and *will* changes to *would*. Follow this rule un-deviatingly.

Exercise 1.

Following the model given in sentences (a), (c), (e), and (i) of Lesson 31, paragraph 79, construct fifty complex declarative sentences in which "*shall*" expresses future intention or mere futurity, and change your sentences to indirect discourse. After each sentence indicate by the letters (F. I.) for future intention and (M. F.) for mere futurity what you suppose your sentence expresses. Model:

"I shall receive my package this afternoon, if the train is on time," said Maria. (M. F.)

Maria said that she should receive her package that afternoon if the train was on time.

"I shall attend the lecture to-night, if it does not rain," said Maria. (F. I.)

Maria said that she should attend the lecture that night if it did not rain.

Caution.—Do not use the same verb twice in these sentences.

LESSON 32.

THE FUTURE TENSE—continued.

82. "*Will*" Used in First Person to Express a Promise.—If you examine sentences (b) and (f) of paragraph 79, Lesson 31, you find *will* used in the first person, because

in those sentences the speaker is making a promise. In (b) Gregorio is speaking for himself alone, while in (f) he represents his companions, who have probably selected him for their spokesman. In (b) he makes a promise to do a certain thing, if conditions make the act possible. In (f) he promises, on the part of himself and his companions, to do a certain thing, provided the girls to whom he speaks, promise to do another thing; (f) is a conditional promise in the nature of an agreement.

83. *"Will" Used in the First Person to Express Determination.*—Now read again sentences (d) and (g) of paragraph 79, Lesson 31. In (d) we may infer from the wording of the sentences either that Gregorio has been told that he can not learn to ride a bicycle without breaking his neck, or that he has tried to ride one and has found it discouraging work. At any rate, he announces his determination to do what he has set out to do, in defiance of all difficulties. In sentence (g) he is once again the spokesman for some companions who have decided to rebel against the tyranny of older schoolmates. He announces their determination not to submit to tyranny even if, to carry out their determination, they have to resort to the alternative of leaving school.

Exercise I.

Following the models given in (b) and (f) of paragraph 79, Lesson 31, construct twenty complex declarative sentences, in each of which "will" is used in the first person to express a promise, and then change your sentences to indirect discourse.

Exercise II.

Following the model given in sentences (d) and (g) of paragraph 79, Lesson 31, construct twenty complex declarative sentences, in each of which "will" is used to express determination, and change your sentences to indirect discourse.

84. *Caution.*—Notice that your exercise calls for complex sentences. Pupils have a careless habit of sending in

such sentences as this: "Brother, I shall go to Manila next week," or "Brother, I will go to Manila next week." It is impossible to tell whether or no the pupil himself understands what he is doing when he sends in such sentences. If he should add to his first sentence a conditional clause so that it read, "Brother, I shall go to Manila next week if you wish me to," it would be all wrong, for that sentence is plainly a promise, and *will* should be used instead of *shall*.

On the other hand, if he should add a clause of cause to the second sentence so that it read, "Brother, I will go to Manila next week because I have business there," that use of *will* is wrong, for the nature of the causal clause does not indicate a promise. Pupils must add some determining clause to the sentence in order to limit the meaning. Examples:

Brother, I shall go to Manila next week, because I have business there.

Brother, I will go to Manila next week if you wish me to.

85. *Connectives*.—Note also that you will have much use for the connectives *even if* and *no matter how* in constructing sentences in which *will* is used in the first person to express determination. Filipinos generally make the mistake of using *even* for *even if*. Example: "I will go to school *even* it rains" for "I will go to school *even if* it rains."

They also use *if* after *no matter* instead of *how*. Example "I will study my lesson, no matter if my head aches" for "I will study my lesson no matter how hard my head aches."

Though, although, and notwithstanding the fact that are also used in sentences in which *will* expresses determination. Examples:

I will take the medicine, though it makes me sick.

I will not wear thick shoes, although they may be healthier than thin ones are.

I will cut down the tree, notwithstanding the fact that it is an ornament to my yard.

LESSON 33.

THE FUTURE TENSE—continued.

86. "*Will*" Used in Second and Third Persons to Express Futurity.—In declarative sentences *will* is used in the second and third person to express mere futurity. Examples:

Pedro, if you look on my table, you will find a book. Bring it to me.

Maria, if you get your feet wet, you will catch cold.

If Henry does not hurry, he will miss his train.

If the glasses are dipped into boiling water, they will break.

87. This use of *will* expressing futurity is seldom found without the conditional clause introduced by *if*. Sometimes we find *will* in a short simple sentence. Examples:

Maria put down that mirror. You will break it.

Pedro, get down from the fence. You will fall.

Even in this case the reason for making the statement is found in the imperative sentence preceding the future statement.

88. Also *will* is used in simple future statements when the speaker wishes to state knowledge which he may possess. Examples:

The train will arrive at six o'clock.

Mr. Jones will spend his vacation in Europe.

The candle will be burned out in half an hour.

The bell will ring in ten minutes.

89. "*Shall*" Used in Second and Third Persons to Express Obligation.—*Shall* is used in the Second and Third Persons when the speaker wishes to express his determination to force or oblige the person spoken to or spoken of (i. e., the subject of the verb) to perform some action. Examples:

Soledad, you shall wash the dishes whether you like doing so or not.

Zacarias, you shall cut down the tree, no matter how difficult you find the work.

90. "*Ought*," "*Must*," and "*Shall*."—*Ought* points out a moral obligation, *must* expresses immediate necessity, and *shall* conveys the idea that force will be used to make the person spoken to or spoken of perform the action predicated of him. For instance, suppose a teacher should see a pupil loitering in the school yard. She would probably say to him, "Pedro, you *ought* to go home," pointing out, in the words, a moral obligation (i. e., the duty) resting upon Pedro, but leaving it to Pedro's own will to obey the obligation. Suppose that the boy should pay no attention to her words. A little later, she would probably say to him, "Pedro, you *must* go home," pointing out not only the moral obligation, but the necessity of obeying it immediately. Suppose that the boy should reply, "I will not go home." Her next words would possibly be, "You *shall* go home, even if I have to send for a policeman to take you there." You may perceive from these sentences that *shall* expressing obligation is stronger than *ought* or *must*.

91. *Connectives*.—Nearly all sentences in which *shall* expresses obligation—that is, the determination of the speaker to *oblige* the subject of the verb to perform some action—contain *even if*, *although*, *no matter how*, and *whether or no* as connectives. Examples:

Gregorio, you shall go to school, even if it rains.

Pedro shall do his work, no matter how tired he is.

Maria, you shall wear the dress, whether you like it or not.

Jose shall carry the letter, although he hates to do so.

The glasses shall be washed, notwithstanding the fact that there is neither soap nor hot water.

Exercise I.

Construct fifteen complex declarative sentences in which "*will*" is used in second and third persons to express mere futurity, and change your sentences to indirect discourse.

Exercise II.

Construct twenty-five complex declarative sentences in which "*shall*" is used in the second or third persons to express obligation. Change your sentences to indirect discourse.

LESSON 34.

THE FUTURE TENSE—continued.

92. "*Shall*" the Only Auxiliary Used in the First Person, Interrogative.—The auxiliary *will* has no uses in the first person of the Future Tense in interrogative sentences. It is impossible for a speaker to ask himself for a promise. Therefore *shall* becomes the only auxiliary in use.

93. Asks Either for Information or for the Orders or Wishes of the Person Addressed.—Suppose you wish to see a friend named Pedro and you meet Pedro's brother in the street. You say to him, "Juan, shall I find your brother Pedro at home, if I go to your house now?" Clearly you are asking for information which Juan can give you. Similar sentences are "Father, shall I be killed, if I touch an electric light wire?" "Mother, shall we pass through Europe in going to the United States?"

94. "*Shall*" Asking for the Orders or Wishes of the Person Addressed.—In the majority of sentences in which the subject is in the first person, *shall* asks for the wishes or commands of the person addressed. For instance, a teacher says to his principal, "Mr. Antonio, shall I give an examination next week?" meaning, "Do you wish me to give an examination next week?" A dressmaker may say to the lady for whom she is working, "Madam, shall I trim your dress with lace or embroidery?" meaning "Do you wish me to trim your dress with lace or embroidery?"

95. Need of Mastering this Use of "*Shall*."—Filipinos seldom make use of *shall* in asking for the commands or wishes of those to whom they are speaking. They nearly always use the declarative verb phrase *am going*, and indicate that their words are a question by using the rising inflection at the end of the sentence. In place of the interrogative sentences given in paragraphs 93 and 94, most Filipino students would say:

Juan, I am going to find your brother Pedro at home if I go to your house now?

Mr. Antonio, I am going to give an examination next week?

Madam, I am going to trim your dress with lace or embroidery?

Such sentences are not questions. They are statements. Even an ignorant English-speaking person would not use them. The student is urged to master the correct form in his own speech, and to see that his pupils are correctly trained from the beginning in the uses of *shall* as an auxiliary in the interrogative.

Exercise I.

Construct fifty complex interrogative sentences in the first person, in some of which "shall" asks for information and in others of which it asks for the commands or wishes of the person spoken to. Let your sentences be answerable by "yes" or "no," see that there is in each one the name of the person of whom the question is asked, and put after each sentence in parentheses, the word which indicates whether the sentence asks for information or for wishes. Then change your sentences to indirect discourse. The following is your model:

(a) Maria, shall I get you some shoes when I am in Manila? (Wishes.)

I asked Maria if I should get her some shoes when I was in Manila.

(b) Pedro, shall I be in time for school if I start immediately? (Information.)

I asked Pedro if I should be in time for school if I started immediately.

LESSON 35.

THE FUTURE TENSE—continued.

96. "*Shall*" and "*Will*" in Interrogative Sentences, Second Person.—*Shall* in the second person interrogative may ask for information concerning facts or for information about the intentions of the person addressed. Examples:

(a) Shall you pass through Malolos on your way to Manila, Pedro?

(b) Pedro, shall you accept the invitation to the ball to-morrow night?

In (a) the speaker does not know by what route Pedro will go to Manila and asks information about the route. In (b) the speaker wishes to know what Pedro intends to do.

97. "*Will*" *Asks for a Promise*.—*Will* in the second person asks for a promise. Such promise is usually dependent upon some condition named in the sentence. Examples:

Brother, will you help me with my problems if I will mend your coat for you?

Sister, will you make my new dress if I will do your housework?

Conegunda, will you embroider my handkerchief if I will buy the silk for both yours and mine?

98. "*Will*" *Making a Request*.—In Lesson 3 you had *will* used in simple interrogative sentences, making a request or asking a favor. Examples:

Pedro, will you open the door?

Maria, will you set the table?

Will in the second person interrogative when used in a simple sentence makes a request. But the request, if the action is not to follow immediately, is in the nature of asking for a promise. Examples:

Mother, will you buy me a bicycle?

Father, will you give me a new horse?

Exercise I.

Construct fifteen complex interrogative sentences, in each of which "shall" is used in the second person asking for information, and change them to indirect discourse.

Exercise II.

Construct ten interrogative sentences, in each of which "shall" asks for future intention, and change your sentences to indirect discourse.

Exercise III.

Construct twenty-five complex interrogative sentences, in each of which "will" is used in the second person asking for a promise, and change your sentences to indirect discourse.

LESSON 36.

THE FUTURE TENSE—continued.

99. *“Shall” and “Will” Used as Auxiliaries in the Third Person Interrogative.*

“Shall” Asks for the Wishes of Person Addressed.—When *shall* is an auxiliary in the third person in interrogative sentences, it asks for the wishes of the person spoken to concerning the person or thing named as the subject of the verb. Examples:

Pedro, when shall your servant stop work?

Mr. Salas, how shall these boxes be numbered?

Maria, shall your sister do the work before you come back, or shall she wait for you?

Mr. Salas, shall the third grade pupils write with ink or pencil?

100. These sentences mean practically:

(a) Pedro, when do you wish your servant to stop work?

(b) Mr. Salas, how do you wish these boxes numbered?

(c) Maria, do you wish your sister to do the work before you come, or do you wish her to wait for you?

(d) Mr. Salas, do you wish the third grade pupils to write with ink or with pencil?

101. *“Will” When Used as an Auxiliary in Third Person, Interrogative, Asks for Information.*—When *will* is used as an auxiliary in the third person in interrogative sentences it asks for information about the person or thing named by the subject of the verb. Examples:

Mr. Jones, when will your son return from Europe?

If the lamp is not cleaned, will it explode?

Henry, where will your brother pass his vacation?

How will Gregorio support his family, now that he has become blind?

Exercise I.

Write twenty-five interrogative sentences, in each of which “shall” is a future auxiliary in the third person asking for the wishes of the person spoken to concerning the subject of the verb. Change your sentences to indirect discourse.

Exercise II.

Write twenty-five interrogative sentences, in each of which "will" is a future auxiliary asking for information about the subject of the verb. Change your sentences to indirect discourse.

LESSON 37.

THE PRESENT PERFECT TENSE.

102. *Predicates Action Completed in Present Time.*—The meaning of the word *perfect* in the tense name is *complete*. So we say that the Present Perfect Tense is used when we wish to predicate an action which is complete at the time the sentence is uttered. If you say, "I have written my composition," the sentence conveys merely the information that the composition is finished or completed at the time the statement is made. It does not give any information of the exact time of writing the composition. Such information, according to the rules given you in Lesson 18, would have to be given in the Past Tense. The difference in the use of the two tenses is illustrated in these groups of two sentences:

I have written my composition. I wrote it last night.

I have crossed the Pacific Ocean three times. I crossed it once in 1901 and twice in 1906.

103. *Associated Adverbs.*—The Present Perfect Tense is *not* found in conjunction with adverbial elements which express a definite past time. It is found in interrogative sentences with the adverb *ever*, meaning *at any time*, and in declarative sentences, with *never*, *frequently*, *seldom*, *rarely*, and *often*. Examples:

(a) Paulo, have you ever seen a rhinoceros?

(b) The man has never been outside his own province.

(c) Pedro has frequently asked me to assist him with his studies.

(d) I have seldom heard a better sermon than the one we heard yesterday.

[Note that in the first clause, where no limitations of time or number are placed upon the action, the Present Perfect Tense is

used; but when the action is limited to one action which took place at a definite time (last night), the Past Tense comes into use.]

- (e) Paulo has spoken rarely of his sorrow.
- (f) Paulo has often passed whole days without eating.

104. *Duration of Time.*—The Ordinary Form of Present Perfect Tense is used to express duration of time, and its use implies that the action or state predicated still continues at the time the statement is made or the question is asked or that it has ceased only at that time. Examples:

- (a) Pedro has worked for three years in that factory.
- (b) Where has Maria been for the last three months?
- (c) The boy has been ill for more than a week.
- (d) Have the children actually been quiet for half an hour?

105. *The Progressive Form.*—In the case of verbs expressing action, the Progressive Form of the Present Perfect Tense may be used whenever the tense is used to express duration of time. Examples:

- (a) The children have played all day.
The children have been playing all day.
- (b) The boys have cut wood all morning.
The boys have been cutting wood all morning.

106. There is no use for the Progressive Form in the Present Perfect Tense of the verbs *to be*, *to become*, *to seem*, and, some few others.

107. *Indirect Discourse Changes.*—In passing to indirect discourse, after an introductory verb in the Past Tense, the Present Perfect Tense changes to the Past Perfect Tense. Imagine that some one named Maria uttered the two groups of sentences given as illustrations in paragraph 102. In indirect discourse they would appear thus:

Maria said that she had written her composition; that she wrote it the night before.

Maria said that she had crossed the Pacific Ocean three times; that she crossed it once in 1901 and twice in 1906.

Exercise I.

Following the model given in paragraph 102 of this lesson construct fifteen groups of two sentences each, illustrating the difference in the use of Present Perfect and Past Tenses. Change your sentences to indirect discourse.

Exercise II.

Using sentence (d) in paragraph 103 as a model, construct fifteen sentences illustrating the difference in the use of Present Perfect and Past Tenses. Change your sentences to indirect discourse. Remember that your Present Perfect Tense will change to Past Perfect in indirect discourse, but your Past Tense will remain unchanged.

Exercise III.

Construct fifteen declarative sentences in which the Present Perfect Tense is used in conjunction with the adverbs listed in paragraph 103.

LESSON 38.

[Continuation of Lesson 37.]

After reading the subject matter of Lesson 37, prepare the following:

Exercise I.

Using sentence (a) of paragraph 103 as a model, construct fifteen short interrogative sentences illustrating the use of the Present Perfect Tense in conjunction with "ever." Change to direct discourse. See that each sentence in direct discourse contains a vocative.

Exercise II.

Using sentences (b), (c), (e), and (f) of paragraph 103 as models, construct fifteen short declarative sentences illustrating the use of the Present Perfect Tense in conjunction with indefinite adverbs. Change to indirect discourse.

Exercise III.

Using the sentences of paragraphs 104 and 105 as models, construct fifteen sentences illustrating the use of the Present Perfect Tense expressing duration of time. Let some of your sentences be declarative and some interrogative. Change to indirect discourse.

LESSON 39.**THE PAST PERFECT TENSE.**

108. *Uses.*—The Past Perfect Tense has two distinct uses: Its use in indirect discourse as a reproduced form of the Present Perfect Tense, and its use in direct dis-

course. With its use as an indirect discourse form you have already become familiar through your exercises in Lessons 37 and 38. This lesson will deal exclusively with its uses in direct discourse.

109. *Meaning of Name.*—The name “Past Perfect” signifies *completed in past time*. If we wish to state that something is completed, prior to a fixed point of past time, the Past Perfect Tense must be used. Examples:

By the year 1908, the ill feeling brought about by the untimely death of Rizal had extended to the remotest provinces of the Philippines.

By nine o'clock, the children had finished the work which their teachers had supposed would last them till twelve.

Up to the year 1898, no religious sects other than Roman Catholics had built churches in the Philippines.

Note that in these examples the actions predicated by the verbs in Past Perfect Tenses were completed actions at the time fixed by the adverbial element. The first sentence does not mean that ill feeling went on extending to the provinces in the year 1908. It means that the extension of ill feeling in all the provinces was complete at that time. There was no more opportunity for extension. The second sentence does not mean that the children finished their work *at* nine o'clock. It means that their work was finished *before* nine o'clock, and was in a completed state *at* nine o'clock.

The third sentence does not deny the building of churches other than Roman Catholic in the year 1898, but it denies that churches other than Roman Catholic were built previous to 1898.

110. *Past Perfect Tense Predicating Action Related to Other Action.*—We frequently find the Past Perfect Tense used to predicate an action which is completed prior to another action taking place at a fixed point of past time. Sometimes the fixed action is predicated in a short declarative sentence and the completed actions are predicated in a series of short sentences following. Examples:

One day Jose got up early and went into his garden. Some goats had entered it in the night. They had torn the shrubs. They had

left their tracks deep in the soft earth, and had broken the borders.

One day Pedro went to see Juan. Juan had bought a cow the day before. He had tried to milk the cow that morning. She had kicked him, and Pedro found him nursing a broken arm.

In the first of the preceding examples the actions fixed at a point of past time are the getting up early and the going into the garden. The actions predicated in the next three sentences are those that Jose found completed when he went into his garden. The goats may or may not have been still there. But the entering, the tearing of the shrubs, the leaving of the tracks, and the breaking down of borders were completed actions at the time Jose reached the garden.

In the second example, the action fixed at a point of past time (one day) is Pedro's action of going to see Juan. But when Pedro arrived at Juan's home, he found the actions of buying the cow and of milking her completed. They took place before he arrived.

111. *The Past Perfect Tense in Complex Sentences.*—The Past Perfect Tense is chiefly used in complex sentences to predicate an action which is completed at the time a second action in past time takes place. Examples:

Maria had cut out her dress when she learned that her pattern was incorrect.

The cook had mixed the bread when his mistress told him that the yeast was stale.

The children had written their compositions when the teacher told them it was not necessary to do so.

These same ideas can be expressed, using *after* as a connective instead of *when* if the principal and subordinate clauses are reversed. Examples:

After Maria had cut out her dress, she learned that her skirt pattern was not correct.

After the cook had mixed the bread, his mistress told him that the yeast was stale.

After the children had written their compositions, the teacher told them it was not necessary to do so.

112. *Indirect Discourse Changes.*—Verbs in the Past Perfect Tense remain unchanged in passing to indirect discourse. If all the illustrative sentences used in this lesson

be reproduced, they read as follows, assuming that some one named Pedro uttered them:

Pedro said that, by the year 1908, the ill feeling brought about by the untimely death of Jose Rizal had extended to the remotest provinces of the Philippines.

Pedro said that, by nine o'clock the children had finished the work which their teachers had supposed would last them till twelve.

Pedro said that, up to the year 1898 no religious sects other than Roman Catholics had built churches in the Philippines.

Under paragraph 110:

Pedro said that one day Jose got up early and went into his garden; that some goats had entered it in the night; that they had torn the shrubs; that they had left their tracks deep in the soft earth; and that they had broken the borders.

Gregorio said that one day Pedro went to see Juan; that Juan had bought a cow the day before and had tried to milk the cow that morning; that she had kicked Juan, and that he (Pedro) found Juan nursing a broken arm.

Under paragraph 111:

Pedro said that Maria had cut out her dress when she learned that her pattern was incorrect.

Pedro said that the children had written their compositions when the teachers told them it was not necessary to do so.

Pedro said that the cook had mixed the bread when his mistress told him that the yeast was stale.

Pedro said that, after Maria had cut out her dress, she learned that her pattern was incorrect.

Pedro said that after the cook had mixed the bread, his mistress told him the yeast was stale.

Pedro said that, after the children had written their compositions, the teacher told them it was not necessary to do so.

Exercise I.

Following the model sentences given in paragraph 109 of this lesson, construct fifteen sentences, in each of which the verb is in the Past Perfect Tense because an action or state which is complete prior to a given point of time is predicated in the sentence. Change your sentences to indirect discourse.

Exercise II.

Following the model paragraphs given in paragraph 110 of this lesson, write five paragraphs of at least four sen-

tences each. Let the verb in the first sentence be in the Past Tense, because it names an action taking place at some point of past time fixed by an adverbial element in the sentences. Let the verbs in the other three sentences be in the Past Perfect Tense because they predicate actions which are complete at the point of time named in the first sentences, i. e., took place before the first action named. Change your sentences to indirect discourse.

Exercise III.

Following the model sentences given in paragraph 111 of this lesson, construct fifteen complex sentences, in each of which the Past Perfect Tense is used in one clause and the Past Tense is used in another, and in each of which "when" is the connective. Change to indirect discourse.

LESSON 40.

THE FUTURE PERFECT TENSE.

113. The Future Perfect Tense is used to predicate an action which is still future at the time of speaking, but which will be a completed action at a given time named in the sentence. It is never found except in conjunction with an adverbial element of time which fixes a definite point of future time by which the action predicated by the verb in the Future Perfect Tense must be completed. Notice the difference in the meaning of these two sentences:

Pedro will leave Manila June 8.

By June 8, Pedro will have left Manila.

We learn from the first sentence that June 8 is the day on which Pedro will leave Manila. But if you understand the second sentence, you will see clearly that Pedro must leave Manila at the latest possible date on June 7.

I shall eat my breakfast to-morrow morning at nine o'clock.

By nine o'clock to-morrow morning I shall have eaten my breakfast.

The first of these two sentences tells us that the eating of breakfast will begin at nine o'clock, while the second sentence lets us know that the action of eating breakfast

is a completed one at nine o'clock. At the latest, the speaker must finish his breakfast by 8:59.

114. *Indirect Discourse Changes.*—In passing to indirect discourse the auxiliaries *shall* and *will* of the Future Perfect Tense change to *should* and *would*.

Exercise I.

Write twenty-five sentences, each one containing a predicating verb in the Future Perfect Tense, and change them to indirect discourse.

Exercise II.

Change the following conversation to a narrative.

CONVERSATION.

One day, two sailors met on the street.

"Why, comrade," said one, "it is three years since we have met. What have you been doing all this time?"

"I have made two voyages around the world, and I am about to set out on my third voyage to-morrow," replied the other. "We have met just in time to enjoy a good dinner and a chat together."

"Let us go to the little restaurant just around the corner," said the first sailor, whose name was Gregorio. "The prices are cheap there and the food is good."

"All right," responded the other, whose name was Paulo. "I am always for good food and cheap prices."

"And so you start again to-morrow," went on Gregorio when they were seated and were enjoying their dinner. "Shall you be gone long?"

"About nine months," replied Paulo. "I hope it will be my last voyage. If I am as successful as I hope to be, I shall come back, marry the pretty girl who has been waiting for me these five years, and we shall keep a tavern for sailors."

"All that sounds very fine," said Gregorio. "When you will have done all these things, shall you still have a welcome for an old comrade?"

"Try me and find out," said Paulo.

"I shall take you at your word," said Gregorio. "I am a lonely old fellow without family or friends, and I shall surely hunt you up and your tavern and your pretty wife."

"Please tell me what you yourself have been doing," said Paulo.

"I have been drifting about the world sailor fashion," said Gre-

gorio, "though I have not made any long voyages. I expect to go on an arctic expedition next month."

"I am afraid, if you go looking for the north pole, you will never come back," said Paulo. "Don't try that trip. Few men return from a polar expedition."

"I know that," replied Gregorio, "but I have promised to go, and I can not back out. It is true that I may never return, but there is no one to mourn if I do not."

"I shall mourn," replied his friend.

"Thank you, comrade," replied Gregorio. "Meanwhile we have had a pleasant dinner together and a good chat. Who knows when we shall meet again?"

So the friends bade each other good bye, and each went on his way.

LESSON 41.

THE POTENTIAL MODE.

115. *Meaning of the Term.*—The word *potential* is derived from a Latin word signifying *power*. Under the Potential Mode, we class all those verb forms which predicate possible or probable action or moral obligation.

116. *Auxiliaries.*—The Potential Mode has numerous auxiliaries,—*may*, *can*, and *must*, in the Present and Present Perfect Tenses, and *might*, *could*, *would*, and *should* in the Past and Past Perfect Tenses. These auxiliaries are always followed in conjugation by the infinitive with *to* omitted. Examples:

Pedro *may* (*to*) *come* home early, since he feels tired.

The cook *can* (*to*) *make* delicious pies.

The children *must* (*to*) *write* their compositions on ruled paper.

There is another auxiliary *ought*, used to express moral obligation, but as it is always found with the *to* expressed, it has generally been treated as a verb governing the object infinitive, and the whole tense form has been classed as a verb idiom. Examples:

Children *ought* not *to disobey* their parents. My son, you *ought to work* while you can.

117. *Conjugation.*—The Potential Mode, like the Indicative, is conjugated in both Ordinary and Progressive Forms.

When *may* is used as an auxiliary, the tense is conjugated as follows:

PRESENT TENSE, ORDINARY FORM.

<i>Declarative.</i>	<i>Interrogative.</i>	<i>Negative.</i>	<i>Negative-Interrogative.</i>
I may go.	May I go?	I may not go.	May I not go?
You may go.	May you go?	You may not go.	May you not go?
He may go.	May he go?	He may not go.	May he not go?
We may go.	May we go?	We may not go.	May we not go?
You may go.	May you go?	You may not go.	May you not go?
They may go.	May they go?	They may not go.	May they not go?

PRESENT TENSE, PROGRESSIVE FORM.

<i>Declarative.</i>	<i>Interrogative.</i>
I may be going.	May I be going?
You may be going.	May you be going?
He may be going.	May he be going?
We may be going.	May we be going?
You may be going.	May you be going?
They may be going.	May they be going?
<i>Negative.</i>	<i>Negative-Interrogative.</i>
I may not be going.	May I not be going?
You may not be going.	May you not be going?
He may not be going.	May he not be going?
We may not be going.	May we not be going?
You may not be going.	May you not be going?
They may not be going.	May they not be going?

118. "*May*" in *First Person*.—In the first person, declarative, *may* expresses probability. *I may go to Cavite to-morrow*, means that the speaker thinks it probable that he will go to Cavite the next day, but he has not come to a decision. If his mind were made up, he would say, *I shall go to Cavite to-morrow*. *I may catch cold if I get my feet wet*, means that the speaker thinks it probable that he will catch cold if he gets his feet wet.

119. "*May*" in the *First Person Interrogative*.—When *may* is used in the interrogative form, it usually asks for permission. Examples:

Mother, *may* I have a piece of bread and butter?
 Father, *may* I stay home from school to-day?
 Brother, *may* I use your pen for a few minutes?

120. "*May*" in First Person of Negative-Interrogative Conjugation.—When used in the negative-interrogative conjugation, *may* asks either about probability or for permission. But in either case, the answer *yes* is expected. Examples:

Teacher, *may I not* copy my work? (Permission.)

Doctor, *may I not get* lockjaw if I take cold while my vaccination is taking? (Probability.)

In the first question the speaker asks permission to copy his work, and expects the answer *yes* to his request; in the second question, the doctor is questioned about the probability of the speaker's getting lockjaw, and the answer *yes* is expected.

121. "*May*" in the Indirect Discourse.—*May* changes to *might* in indirect discourse. Examples:

Pedro, *may I* use your pencil?

Pedro's sister asked him if she *might* use his pencil.

We *may* find the lesson too long to be prepared in half an hour.

Eliza said that they *might* find the lesson too long to be prepared in half an hour.

Mother, *may I not* help you look after the chickens?

Pedro asked his mother if he *might not* help her look after the chickens.

Exercise I.

Here are twenty sentences, in each of which "*may*" is used as an auxiliary in the Present Tense, Potential Mode. Copy each one, and write after it, in parenthesis, the words "*probability*" or "*permission*" according to your understanding of what the sentence expresses. Then change to indirect discourse. Sentences (1), (2), and (3) are to serve as a model for the others.

(1) "Mother, *may I* go to the theater to-night?" said Juan. (Permission.)

Juan asked his mother if he *might* go to the theater that night.

(2) "Father, if you come home early, you *may* find me working," said Maria. (Probability.)

Maria told her father that, if he came home early, he *might* find her working.

(3) "May I not fall if I try to cross so high a bridge?" said Maria to Pedro. (Probability.)

Maria asked Pedro if she might not fall if she tried to cross so high a bridge.

(4) "May I order the children to bring pencils to school?" said the teacher to the principal.

(5) "I may go to the United States next year," said Juan.

(6) "I may not be able to match the silk for my dress if I wait till next year," said Luz.

(7) "When may I leave my room?" said the patient to the doctor.

(8) "May I not help you carry your books?" said Pedro to his teacher.

(9) "Why may I not study Latin this year?" said the boy to his teacher.

(10) "I may not see you again for two years, as I am going to Europe," said Paula to Gregorio.

(11) "I may receive news of my brother's arrival in South America when the next mail boat comes in," said Jorge.

(12) "May I not hope to dance one waltz with you?" said Pedro to Luz.

(13) "We may not be able to see the comet, because the night is cloudy," said Pedro to his companion.

(14) "When may we expect to see you in Baguio?" said the Commissioner to his friend.

(15) "We may find that it is too late to secure tickets for the performance," said Juan to his friends.

(16) "Sister, may I study in your room while you are downstairs practicing?" said Juan.

(17) "I may not be home for dinner to-day, as I shall be very busy at the office," said Mr. Jones to his wife.

(18) "May I go over to the ball game after I have finished my work?" said Gregorio to his mother.

(19) "May not studying English grammar aid you in studying Spanish grammar?" said the teacher to her pupils.

(20) "We may break the carromata if we crowd it too heavily," said Pedro to his companions.

LESSON 42.

[Continuation of Lesson 41.]

Exercise I.

After reviewing paragraph 119 of Lesson 41, write ten interrogative sentences, in each of which "may" is used as an auxiliary in the first person to ask for permission. Change your sentences to indirect discourse. Do not use the same verb twice in these sentences.

Exercise II.

After reviewing paragraph 118 of Lesson 41, construct ten simple declarative sentences in the first person, in each of which "may" is used as an auxiliary of the Present Tense, Potential Mode, to express probability. Change your sentences to indirect discourse. Do not use the same verb twice, and do not repeat any sentence used in previous exercises.

Exercise III.

Construct ten complex declarative sentences, in each of which "may" is used as an auxiliary in the Present Tense, Potential Mode, to express probability. Change your sentences to indirect discourse. Do not use the same verb twice in these sentences. The model sentence is the second illustration under paragraph 118, Lesson 41.

Exercise IV.

Construct ten interrogative sentences, in each of which "may" is an auxiliary in the negative-interrogative form of the Present Tense, Potential Mode, asking about the probability of an action. The model sentence is the second illustration under paragraph 120 of Lesson 41, and sentence 19 in Exercise I, Lesson 41.

LESSON 43.

[Continuation of Lesson 41.]

MAY AS AN AUXILIARY OF THE PRESENT POTENTIAL.

122. "*May*" in the Second and Third Persons.—In the second and third persons, singular or plural, the two meanings of permission and probability are associated with the use of *may*. Examples:

(a) Pedro, you *may* take my umbrella if yours is lost. (Permission.)

(b) The children *may* remain in the schoolhouse at recess on rainy days if they do not make too much noise. (Permission.)

(c) Maria, if you try to carry the eggs without a basket, you *may* break them. (Probability.)

(d) If Gregorio tries hard enough, he *may* pass his examination. (Probability.)

(e) Paulo, if you send that valentine to Victoria, *may* you not hurt her feelings? (Probability.)

(f) Mother, if she has time, *may* sister help me with my lessons? (Permission.)

123. You may notice that, in the above sentences, there is no use of the second person interrogative, *may you*, asking permission. The reason why is plain. One may speak to another person, asking for his permission for the speaker to do something, or for some third person named to do something; but it is practically impossible to ask some one's permission for himself. Nevertheless, *may you* is sometimes used meaning, "Is it permitted to you?" Example:

"Maria, *may you* go away from home without telling your parents?" This sentence means, "Maria, are you permitted to go away from home without telling your parents?" or "Maria, will not your parents be displeased if you go away from home without telling them?"

124. Such uses are, however, rare. Most speakers, instead of using the form *may you* to convey the meaning given in the illustration, would use one or the other of the explanatory sentence forms given in paragraph 123.

125. "*May You*," "*May He*," *Etc.*, in *Exclamatory Sentences*.—The forms *may you*, *may he*, *may she*, *may it*, and their plurals are often used in exclamatory sentences meaning *I wish that you may*. Examples:

May you live long and prosper means, *I wish (or hope) that you may live long and prosper*.

May his shadow never grow less means, *I wish that his shadow may never grow less*.

May every good fortune attend my wandering friend means, *I wish that every good fortune may attend my wandering friend*.

Exercise I.

Here are twenty sentences illustrating the different uses of "*may*" in second and third persons declarative and interrogative. Copy them, writing in a parenthesis after each sentence the word "*permission*," "*probability*," or "*wish*," according to your understanding of the meaning.

Then change to indirect discourse. The first three may serve as models.

(1) "Gloria, tell your brother that he may go to the fiesta if he will promise to be back by seven o'clock," said her mother. (Permission.)

Gloria's mother told her to tell her brother that he might go to the fiesta if he would promise to be back by seven o'clock.

(2) "Paz, you may spoil your watch if you examine the works so often," said Jose. (Probability.)

Jose told Paz that she might spoil her watch if she examined the works so often.

(3) "My friend, may you long enjoy the success which you have earned," said Juana. (Wish.)

Juana told her friend that she wished that she might long enjoy the success which she had earned. (Note that in the indirect discourse of this form of wish you have to supply the word *wished* which is not in the original speech. The sentence could also be reproduced in this way, *Juana expressed the wish that her friend might long enjoy the success which she had earned.*)

(4) "If Pedro goes to the office this afternoon, may he not find it closed?" said Juana to Paz.

(5) "May the Philippines grow rich and powerful," said the orator.

(6) "If you write so carelessly, my daughter, you may have to copy your essay," said Luz's father to her.

(7) "Father, may the gardener let me help him plant the strawberries?" said Juan.

(8) "When may my father come to see you?" said the student to the teacher.

(9) "May not the pupils injure the plants by watering them so much?" said the teacher to the agricultural director.

(10) "May not the news that we have just heard be false?" said Juan to his friends.

(11) "Why may Pedro not have a gun?" said Jose to his uncle.

(12) "The society may not succeed in doing what it wants this year," said Paz.

(13) "On account of the heavy rains, the train may not reach Dagupan on time," said the train agent.

(14) "Adela, may you receive the reward of all your kindness," said the poor old beggar.

(15) "Mr. Jones, may my children pass through your meadow on their way to school every day?" said the children's mother.

(16) "Boys, may we not get into trouble if we enter the closed field?" said Gregorio to his companions.

(17) "It may be impossible for the merchants to get their goods in this typhoon," said the officer.

(18) "'Tis the flag of our country. Oh, long may it wave!" said the poet.

(19) "When you get home, you may discover that your house has been robbed," said Maria to Rodolfo.

(20) "The bad weather may keep us from going to Pandacan to-morrow," said Gregorio.

LESSON 44.

[Continuation of Lesson 43.]

Exercise I.

After reviewing paragraph 122 of Lesson 43, construct ten declarative sentences, in the second person, in each of which "may" is used as an auxiliary of the Present Tense, Potential Mode, to express permission. Change your sentences to direct discourse. Do not use the same verb twice.

Exercise II.

Construct ten declarative sentences in the second person, in each of which "may" is an auxiliary of the Present Tense, Potential Mode, to express probability. The model sentence is (c) in paragraph 122 of Lesson 43. Change your sentences to indirect discourse. Do not use the same verb twice, and do not repeat any sentence used in a previous exercise of this lesson.

Exercise III.

Construct ten declarative sentences in the third person, in each of which "may" is used as an auxiliary of the Present Tense, Potential Mode, to express probability. Your model sentence is (d) under paragraph 122 of Lesson 43. Change your sentences to indirect discourse. Do not use the same verb twice in these sentences, and do not repeat a sentence used in any other exercise of this lesson.

Exercise IV.

Construct ten exclamatory sentences, in either the second or the third person, in each of which "may" is used as an auxiliary of the Present Tense, Potential Mode, to express

a wish. Your model sentences are found under paragraph 125 of Lesson 43.

Note, please, that a sentence expressing a wish can be most easily reproduced by using the verb "*wished*." Examples:

May our country's glory live forever.

Pedro *wished* that his country's glory might live forever.

Adela, *may* you have many happy returns of the day.

Pedro *wished* that Adela might have many happy returns of the day.

In reproducing sentences which contain a vocative, do not make the mistake of saying "Pedro wished Adela that she might have many happy returns of the day." Use the form given in the model sentence above.

LESSON 45.

126. "*Can*" as an Auxiliary in Present Potential.—In Lesson 41, you have a model for conjugating the Present Tense, Potential Mode, with *may* as an auxiliary. If you substitute *can* for *may* throughout the conjugation, you will have the correct form of the conjugation with *can* as an auxiliary.

127. *Meaning*.—Whenever it is used in the Present Tense, Potential Mode, *can* has the meaning of power or ability. Examples:

Pedro *can* lift one hundred pounds.

Maria *can* play the piano.

The first sentence means that Pedro has the power or physical strength to lift one hundred pounds. The second sentence means that Maria has the training which gives her the power to play the piano—that she is able to play the piano.

128. *Meaning of Possibility*.—While *can* usually has the meaning of power or ability, it is sometimes used in interrogative sentences in conjunction with the interrogative

adverbs *how, where, when, why*, etc., to ask about the possibility of an action. Examples:

- (a) { How can Pedro cross the river without a boat? This means:
How is it possible for Pedro to cross the river without a boat?
- (b) { Why can I not put an iron roof on bamboo supports? This means:
Why is it not possible for me to put an iron roof on bamboo supports?
- (c) { When can the teacher find time to do that work? This means:
When will it be possible for the teacher to find time to do that work?

129. "*Can*" in Indirect Discourse.—*Can* changes to *could* in indirect discourse. Examples:

Where *can* the principal be found?

The boy asked where the principal *could* be found.

Exercise I.

Construct twenty-five sentences, twelve of which are interrogative and thirteen of which are declarative, and in each of which "*can*" as an auxiliary in the Present Potential expresses power. Change your sentences to indirect discourse.

Exercise II.

Construct twenty-five interrogative sentences in each of which "*can*" as an auxiliary of the Present Potential is associated with the interrogative adverbs "*how*," "*where*," "*when*," "*why*" to ask about the possibility of an action. Change your sentences to indirect discourse. The model sentences are the first ones of the three groups (a), (b), and (c) under paragraph 128.

LESSON 46.

130. "*Must*" as an Auxiliary of the Potential Mode.—In Lesson 41, you have a model for conjugating the Present Tense, Potential Mode, with *may* as an auxiliary. If you substitute *must* for *may* throughout the conjugation, you will have the conjugation with *must* as an auxiliary.

131. *Meaning*.—*Must* has the meaning of immediate necessity. It is much stronger than *ought*. *Pedro, you ought to study*, points out merely the moral obligation of

Pedro to study. It shows Pedro what it is his duty to do, but it leaves it wholly to his inclination to observe the obligation. But *Pedro, you must study*, impresses upon Pedro the immediate necessity of studying. It is even possible to find *ought* and *must* in the same sentence seemingly contradicting each other. Example:

Pedro *ought* not to eat unripe fruit, but since there is nothing else to eat, he *must*.

132. "*Must Not*."—When used with *not*, *must* usually conveys the idea of forbidding (when its subject is a person) or of the necessity of preventing (when its subject is a thing). Examples:

Children, you *must not* talk.

Janitor, you *must not* spit on the floor.

The rice *must not* burn.

The book *must not* mold.

In the first two sentences, the children and the janitor are forbidden to do certain things. But the third sentence means, "It is necessary to do something at once to prevent the rice from burning," and the last sentence means, "It is necessary to do something at once to keep the books from molding."

Exercise I.

Construct fifteen sentences, in each of which "*must*" is used to express immediate necessity, and change them to indirect discourse. ("*Must*" does not change in indirect discourse.)

Exercise II.

Construct fifteen interrogative sentences, in each of which "*must*" asks about the necessity of immediate action, and change them to indirect discourse. Examples:

What *must* I do to mend this dress?

Maria asked what she *must* do in order to mend her dress.

Exercise III.

Construct fifteen declarative sentences, in each of which "*must not*" expresses the idea of forbidding or the necessity of preventing some action. Change your sentences to indirect discourse. The model sentences are those of paragraph 132.

LESSON 47.

THE PAST TENSE, POTENTIAL MODE.

133. *Auxiliaries*.—The auxiliaries of the Potential Mode in the Past Tense are *might*, *could*, *would*, and *should*. You are already familiar with these auxiliaries as reproduced forms of *may*, *can*, *will*, and *shall*. Examples:

"I *may buy* Jose's horse if the price is cheap enough," said Gregorio.

Gregorio said that he *might buy* Jose's horse if the price was cheap enough.

"I *can do* the work in half an hour," said Pedro.

Pedro said that he *could do* the work in half an hour.

"Pedro, the chair *will break* if you put such a heavy weight upon it."

Gregorio told Pedro that the chair *would break* if he put such a heavy weight upon it.

"Next week I *shall start* upon my journey round the world," said Pedro.

Pedro said that, the next week, he *should start* upon his journey round the world.

134. *Other Uses*.—All of these auxiliaries, however, are used in direct discourse to express special meanings not to be conveyed by any other forms. It is these uses which we are going to study.

135. *Conjugation*.—The tense is conjugated with each auxiliary.

Using *might* as an auxiliary, the conjugation is as follows:

ORDINARY FORM.

Declarative.

I might go.
You might go.
He might go.
We might go.
You might go.
They might go.

Negative.

I might not go.
You might not go.
He might not go.
We might not go.
You might not go.
They might not go.

Interrogative.

Might I go?
Might you go?
Might he go?
Might we go?
Might you go?
Might they go?

Negative-Interrogative.

Might I not go?
Might you not go?
Might he not go?
Might we not go?
Might you not go?
Might they not go?

PROGRESSIVE FORM.

Declarative.

I might be going.
 You might be going.
 He might be going.
 We might be going.
 You might be going.
 They might be going.

Negative.

I might not be going.
 You might not be going.
 He might not be going.
 We might not be going.
 You might not be going.
 They might not be going.

Interrogative.

Might I be going?
 Might you be going?
 Might he be going?
 Might we be going?
 Might you be going?
 Might they be going?

Negative-Interrogative.

Might I not be going?
 Might you not be going?
 Might he not be going?
 Might we not be going?
 Might you not be going?
 Might they not be going?

136. *Meaning and Uses of "Might."*—The Past Tense Potential, with *might* as an auxiliary, is most frequently found in sentences where a result is probable in case a doubtful condition is fulfilled.

(1) If robbers should enter the house, we *might have* to defend our lives.

(2) If the river should overflow its banks, the town *might be destroyed*.

In both these sentences, the condition is a doubtful one. The use of *should* in the conditional clause shows plainly that the speaker does not expect the river to overflow its banks or the robbers to enter the house. But if those conditions should come to be facts, then the result of the town's being destroyed or of the people having to defend their lives, would probably occur.

137. When sentences similar to the above in form are put, not as statements, but as questions, the negative-interrogative form of the verb is used in the result clause. Examples:

If robbers should enter the house, *might we not have* to defend our lives?

If the river should overflow, *might not* the town *be destroyed*?

138. *"Might" Used to Express Suggestion.*—*Might* is very often used suggesting action, in place of a command. For instance, an employer, instead of saying to his clerk, "Jose,

go up to the Post Office and get the mail," might say "Jose, you *might* go up to the Post Office and get the mail." Such a sentence can be reproduced freely "The employer suggested to his clerk that he should go to the Post Office and get the mail," but most persons would reproduce it exact, retaining the *might* to express the suggestion. Example: "The employer told his clerk that he *might* go up to the Post Office and get the mail." In your reproductions, use the latter form.

139. "*Might*" Expressing a Possible Alternative.—*Might* is frequently used in sentences where an alternative to an action named is possible. There seems to be no difference between its meaning and that of *can* used in the same sentence. Examples:

Pedro, instead of going through Calle Nueva, which is torn up, you *might* go to school along Calle Dakota.

Pedro, instead of going through Calle Nueva, which is torn up, you *can* go to school along Calle Dakota.

Pedro, instead of writing each page three times on the typewriter, you *might* make carbon copies.

Pedro, instead of writing each page three times on the typewriter, you *can* make carbon copies.

140. "*Might*" Used to Express Remote Possibility.—You know that *may* is used to express the idea of possibility. *Might* is used to express the idea of remote possibility. For instance, a mother may say to her child:

Maria, do not climb upon the fence. You *may* fall.

Maria, do not climb upon the fence. You *might* fall.

The difference in meaning between these two sentences is very slight, and they tend, at present, to become equivalent. *May* should be used when the mother feels that the possibility of the child's falling is great; *might* when she feels that possibility more remote.

141. "*Might*" Used to Express Reproach.—There is also a peculiar use of *might* in short declarative sentences when the speaker wishes to express the idea that a request, which has evidently been denied, is within the power of the person addressed to grant; and that the denial is an injustice.

In such cases *might* may be used to express reproach. Examples:

Mother, you *might* let me go to the fiesta.

Brother, you *might* do what I ask you to do.

My friend, you *might* show a little consideration for me.

In each of these sentences, *might* has the meaning of "I think you ought" or "I think it is your duty." Moreover, the sentences would never be used until the mother had refused to let the child go to the fiesta, or the brother had refused to do what was asked of him, or the friend had not shown consideration for the speaker. The reason for calling this use of *might* one expressing reproach is that the use implies that some one refuses to do what is easily in his power to do, and what the speaker considers he ought to do.

142. "*Might*" in Indirect Discourse.—*Might* remains unchanged in passing to indirect discourse, or more technically, the Past Tense, Potential Mode, does not change in passing to indirect discourse.

Exercise I.

After carefully studying paragraph 136, the sentences and explanations given under it, construct ten complex declarative sentences in each of which "might" is used as an auxiliary in the Past Tense, Potential Mode, to predicate a probable result dependent upon the fulfillment of a doubtful condition. Change your sentences to indirect discourse.

Exercise II.

After reviewing paragraph 137 change the sentences in your Exercise I, to interrogative form, and then change to indirect discourse.

LESSON 48.

[Continuation of Lesson 47.]

Exercise I.

After reviewing paragraph 138 of Lesson 47, construct twenty declarative sentences, in the second person, in each of which "might" is used as an auxiliary of the Past Tense, Potential Mode, to express suggestion. Change your sentences to indirect discourse. Do not use the same verb twice in the sentences.

Exercise II.

Review paragraph 139 of Lesson 47, and construct twenty declarative sentences, in each of which "might" is used as an auxiliary in the Past Tense, Potential Mode, and offers an alternative in the form of a suggestion. Change your sentences to indirect discourse. Do not use the same verb twice in these sentences.

LESSON 49.

[Continuation of Lesson 47.]

Exercise I.

Review paragraph 140 of Lesson 47 and construct twenty groups of two sentences each, the first sentence of which is a command forbidding a certain action, and the second sentence of which contains a verb in the Past Tense, Potential Mode, with "might" as an auxiliary, naming a possible result to happen in case the command is disobeyed. Change to indirect discourse. Do not use the same verb twice in this exercise.

(Note that your exercise calls only for those sentences in which "might" is used. The sentence in paragraph 140 which illustrates the kindred use of "may," you need not use. Also note that in the first sentence of each group, you have a command to change to indirect discourse, and that doing so involves the changes treated of in Lesson 2.)

Exercise II.

Review paragraph 141 of Lesson 47, and construct twenty declarative sentences in the second person, in each of which "might" is used as an auxiliary in the Past Tense, Potential Mode, to express reproach for the refusal of a request. Change your sentences to indirect discourse. Do not use the same verb twice in this exercise, and do not repeat the sentences used in any other exercise.

See that your sentences are sensible ones. To write such a sentence as "Mother, you might let me live at home," or the like, shows that you have no understanding of the use of "might" in this kind of sentence. See that the

actions mentioned in the sentences are such that any person might reasonably refuse to do them for another.

LESSON 50.

THE PAST TENSE, POTENTIAL MODE—continued.

143. "*Could*" as an Auxiliary in the Past Tense.—In Lesson 45, you have a conjugation model of the Past Tense, Potential Mode, with *might* as an auxiliary. Substitute *could* for *might* where *might* occurs in the conjugation, and you have the conjugation with *could* as an auxiliary.

144. This lesson will not deal with *could* as a reproduced, or indirect discourse form of *can*. With that use, you are already familiar. The lesson will deal only with the use of *could* in direct discourse.

145. "*Could*" Retains Meaning of "*Can*."—*Could* retains meaning of power or possibility found in *can*. What a man *can* do to-day, he *could* do yesterday. If José *can* learn his lesson *this week*, presumably he *could* learn his lesson *six weeks* ago.

146. *Use in a Result Clause*.—Like *might*, *could* is often found in the principal clause of a complex sentence, the subordinate clause of which is one expressing a doubtful condition, while the independent clause expresses a possible result dependent on the fulfillment of the condition. Examples:

If we should save our money, we *could* go to Europe.

If José would try hard, he *could* pass the examination.

147. *Meaning*.—There is little difference in the meaning of this sentence and of one containing *might* in place of *could*. *Might* is more vivid than *could*. It denotes what is probable or likely to happen, while *could* indicates only what is possible.

When such sentences as occur in paragraph 146 become interrogative in form, the negative-interrogative conjugation of the verb is used instead of the interrogative. Examples:

If we should save our money, *could* we not go to Europe?

If Jose would study hard, *could* he not pass the examination?

Exercise I.

Following the model sentences given in paragraph 146, construct twenty complex declarative sentences, in each of which "could" is an auxiliary in the Past Tense, Potential Mode, in a result clause, following a remote or doubtful condition. Change to indirect discourse.

Exercise II.

Turn the twenty sentences, constructed in Exercise I into interrogative sentences, and change to indirect discourse.

LESSON 51.**THE PAST TENSE, POTENTIAL MODE—continued.**

148. "Should."—*Should* used as an auxiliary through all persons of the Past Potential has the meaning of *ought to*. Examples:

I should call on my friend who is going away to-morrow, but I have no time.

Harry, *you should* obey your mother without questioning her reasons.

The *child should* pass in and out of the room without talking.

We should never forget to be kind to the aged.

Boys, *you should* not sit while a woman is standing.

The *books should* be covered at once.

In every one of the above sentences, the words *ought to* can be substituted for *should* without changing the meaning of the sentence.

149. *Other Conjugation*.—There is another conjugation of the Past Potential in which *should* is the auxiliary in the first person, and *would* is the auxiliary in the second and third persons. Examples:

If I had the money, *I should* buy that horse.

If you had the money, *would you* buy the horse?

If Gregorio had the money, *he would* buy the horse.

If Gregorio had the money, *would he* buy the horse?

Notice that this use of *should* and *would* exactly corresponds to the use of *might* and *could* when they are

used in result clauses following a subordinate clause of doubtful or remote contingency. Examples:

If Pedro should enter the yard, the dog *might* bite him.

If Pedro should gain the prize, he *could* spend a year in travel.

If Pedro should learn of his friend's treachery, he *would* be very angry.

Exercise I.

Following the model sentences given in paragraph 148 of this lesson, construct twenty sentences in each of which "should" as an auxiliary in the Past Potential has the meaning of "ought to." Change your sentences to indirect discourse.

Exercise II.

Following the illustrative sentences given in paragraph 149 of this lesson, construct twenty complex sentences, some declarative, some interrogative, in which "should" and "would" are auxiliaries in the Past Potential, used in a result clause following a subordinate clause of doubtful or remote contingency. Change your sentences to indirect discourse.

LESSON 52.

THE PRESENT PERFECT TENSE, POTENTIAL MODE.

150. *Auxiliaries.*—The Present Perfect Tense, Potential Mode, retains the auxiliaries *may*, *can*, and *must* of the Present Tense, but they are compounded with *have* and the past participle of the verb to be conjugated. The following is the conjugation of the Present Perfect Tense, Potential Mode, of the verb *to go* with *may* as an auxiliary.

ORDINARY FORM.

I may have gone.
You may have gone.
He may have gone.
We may have gone.
You may have gone.
They may have gone.

I may not have gone.
You may not have gone.
He may not have gone.
We may not have gone.
You may not have gone.
They may not have gone.

May I have gone?
May you have gone?
May he have gone?
May we have gone?
May you have gone?
May they have gone?

May I not have gone?
May you not have gone?
May he not have gone?
May we not have gone?
May you not have gone?
May they not have gone?

PROGRESSIVE FORM.

I may have been going.	I may not have been going.
You may have been going.	You may not have been going.
He may have been going.	He may not have been going.
We may have been going.	We may not have been going.
You may have been going.	You may not have been going.
They may have been going.	They may not have been going.

May I have been going?	May I not have been going?
May you have been going?	May you not have been going?
May he have been going?	May he not have been going?
May we have been going?	May we not have been going?
May you have been going?	May you not have been going?
May they have been going?	May they not have been going?

151. *Meaning.*—Throughout this conjugation, *may* retains the meaning of probability. *Pedro may have gone to Cavite* means *It is possible that Pedro went to Cavite*. *Maria may not have received the letter*, means *It is possible that Maria has not received the letter*.

152. *Indirect Discourse Form.*—In passing to indirect discourse, the only change in the tense forms of such sentences is the changing of *may* to *might*. Examples:

(1) *Pedro may have gone* to Cavite.

Jose said that Pedro *might have gone* to Cavite.

(2) *Maria may not have received* the letter.

Jose said that Maria *might not have received* the letter.

(3) *May not* the bell *have rung* without our noticing it?

Jose asked if the bell *might not have rung* without their noticing it.

Exercise I.

Following the model sentences given in paragraph 151, construct twenty declarative sentences in each of which "may" is an auxiliary in the Present Perfect Tense, Potential Mode, used to express the probability of an action completed in present time. Change your sentences to indirect discourse.

Exercise II.

Following the model given in the third group of illustrative sentences, paragraph 152, construct twenty interrogative sentences in each of which "may" is an auxiliary in the

Present Perfect Tense, Potential Mode, used to ask about the probability of an action completed in the present time. Change your sentences to indirect discourse.

Do not use same verb twice in these sentences.

LESSON 53.

THE PRESENT PERFECT TENSE, POTENTIAL MODE.—“CAN” AS AN AUXILIARY.

153. *Conjugation*.—The Present Perfect Tense is conjugated throughout all persons and both numbers with *can* as an auxiliary. Substitute *can* for *may* whenever *may* occurs in the conjugation model, Lesson 52, and you have the conjugation.

154. *Meaning*.—*Can* loses all its meaning of power and ability in the Present Perfect Potential, and retains only its meaning of possibility; but it eliminates probability. Example:

Pedro *can have gone* by the night train.

This sentence means merely that it is possible that Pedro went by the night train. The difference in meaning between *Pedro may have gone by the night train* and *Pedro can have gone by the night train* is that, in either case, the going is a possibility, but in the first case, the speaker thinks it probable that Pedro went by the night train, while in the second case, the speaker does not think that Pedro went by the night train, and mentions the matter only as a possibility to be taken into consideration with other possible actions that Pedro can have taken.

155. *Use*.—While *can* may be used in any person and in both numbers of the Present Perfect Tense, its use is rare. There is little occasion for discussing possibilities until probabilities are exhausted. For instance, suppose a child fails to come home from school. Immediately his parents begin to wonder and to assign probable reasons for the delay. The child *may* have been detained by the teacher. The child *may* have gone to his grandmother's house. The child *may* have stopped on the way to play with other children. But if all these probable actions turn out not to

be facts, then the parents are frightened, and begin to think, not what he *may* have done, but what he *can* have done. He *can* have tried to cross the river and *can* have been drowned. He *can* have wandered into the woods and *can* have been lost there.

156. *Use More Frequent in Interrogative Sentences.*—But *can* is often used as an auxiliary in the Present Perfect Tense where the speaker is wondering what action has been possible. Examples:

Where *can* I *have left* my purse?

Maria, what *can* you *have done* with the scissors?

Where *can* the children *have hidden* my rubbers?

Exercise I.

Write forty sentences, either declarative or interrogative, in each of which "can" is used as the auxiliary of the Present Perfect Tense to declare the possibility of an action or to ask concerning it. Change your sentences to indirect discourse. Do not use the same verb twice in these sentences.

LESSON 54.

THE PRESENT PERFECT TENSE, POTENTIAL MODE—"MUST" AS AN AUXILIARY.

157. *Conjugation.*—The entire Present Perfect Tense may be conjugated with *must* as an auxiliary. Substitute *must* for *may* as an auxiliary whenever *may* occurs in the conjugation model in Lesson 52, and you have the conjugation with *must*.

158. *Meaning.*—*Must* has a peculiar meaning in the Present Perfect Tense. *Pedro must have gone to school* means *I am certain that Pedro has gone to school*. *You must have seen the book* means *I am certain that you have seen the book*. *I must have lost the money when I opened my purse* means *I am sure that I lost the money when I opened my purse*.

Yet this use of *must* seems to accord well with our idea

of a potential mode, for by the elimination of any other possibility than the one mentioned, the action becomes a certain one.

159. *In Interrogative Sentences.*—In interrogative sentences, *must* retains the significance of naming the only possible action, by eliminating all the others. Questions asked in the Present Perfect Tense, Potential Mode, with *must* as an auxiliary never require an answer. They are really exclamations put into interrogative form. When we say, *What must the poor mother have felt when she heard of her son's disgraceful death!* no answer is expected. The speaker means that there is no possibility of any other than one feeling. *What must the poor man have suffered before he died!* means *The poor man suffered terribly before he died.* It is impossible that it could have been otherwise. The form of the question eliminates every other possibility than that in the speaker's mind.

160. *Negative-Declarative Form.*—The negative-declarative form "I must not have," etc., seems to have no use. But the negative-interrogative form "Must I not have," etc., is much used in the exclamatory sentences discussed in paragraph 159.

Exercise I.

Following the model sentences in paragraph 158, construct twenty declarative sentences in which "*must*" as an auxiliary of the Present Perfect Tense, Potential Mode, expresses the idea of surety. Change your sentences to indirect discourse.

Exercise II.

Following the illustrative sentences given in paragraph 159, construct twenty exclamatory sentences in each of which "*must*" is an auxiliary in the Present Perfect Tense, Potential Mode, used to express the idea that only one answer can be given to a question, and that that is the thought in the speaker's mind. Do not use the same verb twice in constructing the sentences.

LESSON 55.

THE PAST PERFECT TENSE, POTENTIAL MODE.

161. *Auxiliaries*.—The Past Perfect Tense, Potential Mode, is conjugated with the aid of the four auxiliaries *might*, *could*, *would*, and *should*.

162. *Conjugation*.—Using the auxiliary *might*, the Past Perfect Tense, Potential Mode, is conjugated as follows:

ORDINARY FORM.

Declarative.

I might have gone.
You might have gone.
He might have gone.
We might have gone.
You might have gone.
They might have gone.

Negative.

I might not have gone.
You might not have gone.
He might not have gone.
We might not have gone.
You might not have gone.
They might not have gone.

Interrogative.

Might I have gone?
Might you have gone?
Might he have gone?
Might we have gone?
Might you have gone?
Might they have gone?

Negative-Interrogative.

Might I not have gone?
Might you not have gone?
Might he not have gone?
Might we not have gone?
Might you not have gone?
Might they not have gone?

PROGRESSIVE FORM.

Declarative.

I might have been going.
You might have been going.
He might have been going.
We might have been going.
You might have been going.
They might have been going.

Negative.

I might not have been going.
You might not have been going.
He might not have been going.
We might not have been going.
You might not have been going.
They might not have been going.

Interrogative.

Might I have been going?
Might you have been going?
Might he have been going?
Might we have been going?
Might you have been going?
Might they have been going?

Negative-Interrogative.

Might I not have been going?
Might you not have been going?
Might he not have been going?
Might we not have been going?
Might you not have been going?
Might they not have been going?

163. *Uses*.—Probably the chief use for the conjugation of the Past Perfect Tense with *might* as an auxiliary is in sentences reproducing a statement made or a question asked

in the Present Perfect Tense with *may* as an auxiliary. Examples:

"The children *may have gone* to the field with their father," said Maria.

Maria said that the children *might have gone* to the field with their father.

You have become familiar with this use of the Past Perfect Tense in the sentences written and reproduced by you in Lesson 48. In this lesson, we shall concern ourselves with the use of *might have* in direct discourse, or original speech.

164. *Use in Direct Discourse.*—Suppose a mother enters her sitting room one morning and sees an overturned ink-stand, a pool of ink on the floor, and ink marks on the books. Suppose that she has a child young enough to do such mischief. According to the strength of her convictions, the mother may express her thought that the child is responsible for the mischief in three ways. She may say:

The baby *may have* done this.

The baby *might have* done this.

The baby *could have* done this.

The difference in the meanings of the first two sentences is very slight. The one with *may* indicates that she thinks it is very probable that the baby did the mischief. That with *might* indicates a probability less vivid than the probability indicated by the use of *may*; while the sentence with *could* indicates clearly that, while she admits the possibility of the baby's doing the mischief, she does not think it probable that he did it.

165. *Expressing Reproach.*—The Past Perfect Tense is much used when the speaker wishes, by pointing out the possibility of an action in the past, to intimate that its non-fulfillment constituted a wrong to somebody. Examples:

Brother, you knew that I should be very busy to-day, and you *might have done* my home work for me.

Maria knew that her father would be late for dinner, and she *might have kept* it warm for him.

Boy, we all had our orders about the game, and we *might have obeyed* them.

In these three sentences, *might* is underlined, because in uttering a reproachful sentence, the speaker generally emphasizes the word *might*. If you will read the three sentences aloud, emphasizing *might*, you will get the idea how to use the verb form.

166. *Difference in the use of "Might" and "Might Have."* *Expressing Reproach.*—Note, please, that when *might* is used as an auxiliary in the Past Tense, Potential Mode, to express reproach, it points out the possibility of an action in future time, which someone evidently refuses to perform; but when it is used as an auxiliary in the Past Perfect Tense to express reproach, the reproach is for the non-fulfillment of an action in the past which was possible, but which someone either refused to perform or neglected to perform. Examples:

Mother, you *might* let me go to the party to-morrow night. All the other girls' mothers are letting them go. (Future action possible.)

Mother, you *might have* let me go to the party last week. All the other girls' mothers let them go. (Possibility of action in the past.)

Pedro, you *might* take me to the fiesta to-morrow. Gregorio is going to take his sister. (Possibility of future action pointed out.)

Pedro, you *might have* taken me with you to the fiesta last week. Gregorio took his sister. (Possibility of past action pointed out.)

This significance of reproach seems to have attached itself to the use of *might*, through the idea that since actions are possible, there is no reasonable excuse for their not being performed.

167. *Use in Interrogative Sentences.*—The declarative-interrogative form "Might I have gone?" is almost never used. The negative-interrogative form is almost the only one used in asking questions. When used, it is almost identical in meaning with "May I not have?" Examples:

"*May* not the books *have* been lost instead of stolen?" said Juan.

Juan asked if the books *might* not *have* been lost instead of stolen.

"*Might* not the books *have* been lost instead of stolen?" said Juan.

Juan asked if the books *might* not *have* been lost instead of stolen.

The difference in the meaning of these sentences is slight. The sentence containing *may have* is more vivid than that containing *might have*.

Exercise I.

Construct twenty declarative sentences, in each of which "might" is an auxiliary of the Past Perfect Tense, Potential Mode, expressing the possibility of a past action. Follow these models:

- (1) { The children *might have* planted the flowers.
The teacher said that the children *might have* planted the flowers.
- (2) { Julia *might have* finished her work in the time which she used in complaining of it.
The teacher said that Julia *might have* finished her work in the time which she used complaining of it.

Exercise II.

After reviewing paragraph 165, write twenty compound declarative sentences, in each of which "might" as an auxiliary of the Past Perfect Tense, Potential Mode, expresses reproach for the non-performance of a possible past action. Follow this model:

Sister, you knew I should come in wet from the rain, and you *might have* had dry clothes ready.

The boy told his sister that she knew that he should come in wet from the rain, and that she *might have* had his dry clothes ready for him.

LESSON 56.

[Continuation of Lesson 55.]

Exercise I.

After reviewing paragraph 166, of Lesson 55, construct forty groups of two sentences each, in the first sentence of which "might" is used as an auxiliary of the Past Perfect Tense, Potential Mode, to express reproach for the non-performance of possible past action. Change your sentences to indirect discourse. Do not use the same verb twice in this exercise. Follow the model given below:

Maria, you *might have* given me notice of the change of class time. You told all the other pupils.

José told Maria that she *might have* given him notice of the change of class time, for she had told all the other pupils.

Note, please, that the verb in this exercise, which is in the Past Tense, Indicative Mode, goes to the Past Perfect Tense in indirect discourse.

LESSON 57.

THE PAST PERFECT TENSE—"COULD" AS AN AUXILIARY.

168. *Conjugation*.—If you substitute the word *could* for *might* whenever *might* appears in the model conjugation of the Past Tense given in Lesson 51, you will have the conjugation with *could*.

169. *Use*.—*Could* is used as an auxiliary in the Past Perfect Tense, Potential Mode, in either simple or complex declarative sentences, to state the possibility of a past action, and in interrogative sentences, to ask if an action was not possible. Examples:

The boys *could have gathered* the fruits yesterday before they came to school.

Maria *could have hemmed* the seams by hand as well as on the machine.

Pedro *could have done* the work as well as Gregorio did it.

The carpenter *could have finished* the table in oil instead of in varnish.

170. *Interrogative Use*.—All the sentences in paragraph 169 can be made interrogative either by using the ordinary interrogative form or by using the negative interrogative form. When the negative interrogative form is used, the answer *yes* is expected. Examples:

(a) *Could* the boys *have gathered* the fruits yesterday before they came to school?

Could not the boys *have gathered* the fruits yesterday before they came to school? (Answer *yes* is expected.)

(b) *Could* Maria *have hemmed* the seams by hand as well as on the machine?

Could not Maria *have hemmed* the seams by hand as well as on the machine? (Answer *yes* is expected.)

(c) *Could* the carpenter *have finished* the table in oil instead of in varnish?

Could not the carpenter *have finished* the table in oil instead of in varnish? (Answer *yes* is expected.)

171. *Inference to be Made from Use.*—The use of the Past Perfect Tense with *could* as an auxiliary, always conveys the idea that the action spoken of was not performed. In the preceding sentences, we know, by the form of the sentence, that the children did not gather the fruits; that Maria did not hem the seams by hand, but that she did hem them on the machine and that the carpenter did not finish the table in oil, but that he did finish it in varnish.

172. *Indirect Discourse.*—*Could* remains unchanged in passing to indirect discourse.

Exercise I.

Following the models in paragraph 169, construct fifteen declarative sentences in each of which "could" as an auxiliary of the Past Perfect Tense, Potential Mode, expresses the idea that an action spoken of was possible, though it was not performed. Change to indirect discourse.

Exercise II.

Following the forms of the first sentence in each of the groups of model sentences in paragraph 170, construct fifteen interrogative sentences in each of which a question is asked about the possibility of an action which was not performed. Change to indirect discourse.

Exercise III.

Following the forms of the second sentence in the three groups of model sentences in paragraph 170, construct fifteen negative interrogative sentences in each of which a question is asked about the possibility of an action which was not performed, the answer "yes" being expected to each question. Change to indirect discourse.

LESSON 58.

THE PAST PERFECT TENSE, POTENTIAL MODE,—“SHOULD” AS AN AUXILIARY.

173. *Conjugation.*—The Past Perfect Tense, Potential Mode, has two distinct conjugations, one with *should* in all

persons, and one with *should* in the first person and *would* in the second and third persons.

174. *Meaning When "Should" is Sole Auxiliary.*—When *should* is used as an auxiliary through all persons of the Past Perfect Tense, it has the meaning of duty or obligation. Examples:

I *should* have sent the letter this morning, but I did not have time to do so.

Pedro, you *should* have asked your mother's permission to go to the circus before you went.

The boy *should* have obeyed his teacher without questioning her commands.

We *should* have prepared ourselves to meet this difficulty.

Children, you *should* have cleaned your shoes before you went into the clean room.

The soldiers *should* have shown mercy to their conquered enemies.

In each of the above sentences, *should* has the idea of duty or obligation. The first sentence means that it was the duty of the speaker to send a letter somewhere on a certain morning, but that he did not perform that duty because he had no time. The second means that it was the duty of Pedro to ask his mother's permission to go to the circus, but that he failed to do his duty, and went without permission. The third sentence means that it was the duty of the boy to obey his teacher without questioning her commands, but that he failed to do his duty and did question her commands.

175. *Use with "Should" and "Would."*—When the Past Perfect Tense, Potential Mode, expresses the idea that a certain result was inevitable, had certain conditions been fulfilled, it is conjugated with *should* in the first person and *would* in the second and third persons. Examples:

If the gun had exploded one minute earlier, I *should* have been killed.

Pedro, if the gun had exploded one minute earlier, you *would* have been killed.

If the gun had exploded one minute earlier, the boy *would* have been killed.

176. "*Should*" in *Unfulfilled Result Clauses*.—In sentences in which unfulfilled conditions are named in the conditional clauses, *should* and *would* are auxiliaries, *should* in the first person and *would* in the second and third, to express the idea of a result that would have been certain had the conditions been fulfilled. Examples:

(a) If I had known that you were at home, I *should* have gone to your house this morning.

If we had received notice of the fiesta, we *should* have gone.

(b) Juan, if you had had the money, *would* you have bought the hat?

Boys, if you had known of the ball game, *would* you have attended it?

(c) If Pedro had heard the command, *would* he have obeyed it? If the lamp had fallen, *would* the oil have spilled?

If the girls had gone to school earlier, *would* they have been in time to finish the work?

Declarative sentences of this sort given in (a) can be distinguished from the first and fourth model sentences under paragraph 174 by the context only. It is the conditional clause which lets us know whether *should* expresses the idea of duty or of inevitable result.

In passing to indirect discourse, sentences such as are given under (a), (b), and (c) suffer no tense changes. Only changes in person and number of nouns and pronouns take place.

Exercise I.

Following the model paragraph 174, construct seven groups of six equivalent sentences, in which each group illustrates the use of "*should*," in all persons of the Past Perfect Tense, Potential Mode, expressing unfulfilled duty. Change to indirect discourse.

LESSON 59.

[Continuation of Lesson 58.]

Exercise I.

Review paragraph 175 in Lesson 58, and, following its model, construct thirteen groups of three sentences each, in which each group illustrates the use of "*should*" in the first person, and "*would*" in the second and third persons

of the Past Perfect Tense, Potential Mode, expressing the idea of an inevitable result had certain conditions been fulfilled. Change to indirect discourse. Do not use the same verb twice in this exercise.

The Past Perfect Tense does not change in passing to indirect discourse.

LESSON 60.

[Continuation of Lesson 58.]

Exercise I.

Review paragraph 176 of Lesson 58, and following its model sentences in group (a), construct twenty-five complex sentences in each of which "should" in the first person of the Past Perfect Tense, Potential Mode, expresses the idea of a result which did not take place because it was dependent upon unfulfilled conditions. Change your sentences to indirect discourse. Do not use the same verb twice in this lesson.

LESSON 61.

[Continuation of Lesson 58.]

Exercise I.

Following the model group (b) of paragraph 176, Lesson 58, construct twenty-five complex interrogative sentences in the second person, in each of which "would" is used as an auxiliary in the Past Perfect Tense, Potential Mode, asking about a result which did not take place because of unfulfilled conditions. Change your sentences to indirect discourse. Do not repeat any sentences used in other exercises under this lesson, and do not use the same verb twice.

LESSON 62.

[Continuation of Lesson 58.]

Exercise I.

Review paragraph 176 of Lesson 58, and following the model sentences in its group (c) construct twenty-five complex interrogative sentences in the third person, in each of which "would" is used as an auxiliary of the Past Perfect Tense, Potential Mode, asking about a certain result which did not take place because the conditions named in the sub-

ordinate clause were not fulfilled. Change your sentences to indirect discourse. Do not use the same verb twice, and do not repeat any sentences used in the exercises of Lessons 60 and 61.

LESSON 63.

Exercise I.

You have now had a considerable amount of drill on the use, meaning, and indirect discourse changes of the Potential Mode. You have also had experience in "English I" in changing dialogue to narrative. The following conversation contains verb forms in tenses of both the Indicative and Potential Modes. Change the conversation to a narrative by changing all the direct discourse to indirect and by retaining the narrative parts unchanged.

CONVERSATION.

"Where is the evening paper, sister?" said Pedro one day. "I have been looking everywhere for it, and can not find it."

"Perhaps it has not come yet," replied his sister. "It is often very late."

"It must have come," said Pedro. "It is now half past six. Who ever heard of the paper's not being here before half past six."

"The dog may have found it and torn it up," said Maria.

Pedro began to grow angry. "Yes, and the fairies may have carried it off," he said sarcastically. "I do think you might exert yourself a little and help me look for it. It is a woman's business to look after the house, but you do not seem to be very eager to look after yours."

Maria went out of the room and came back after a minute with the paper. "It was lying on the parlor table, right under your eyes," she said. "If you had looked for it, you could not have helped seeing it."

"I did look for it," said Pedro.

"I suppose you stood in the middle of the floor and cast your eyes on the ceiling. That is the way you generally look for things."

Pedro said nothing but began to read the paper.

"Did you bring home those things I asked you to get?" said Maria.

"I forgot everything about them," said Pedro. "I am very sorry, Maria."

"So am I," said Maria. "If you had brought home the vanilla, we could have had ice cream for dinner. Now we shall have to do without it."

"You should have telephoned me before I started home," said Pedro.

"If I had telephoned you, you would have said that I never could wait to give you a chance to do anything," replied Maria.

"That's so," said Pedro. "Never mind. We can have something else for dinner."

"The cook thinks he may have to go home to-morrow," said Maria.

"That is a piece of good luck," said Pedro. "He is a very bad cook. If he goes away, I shall be saved the trouble of discharging him."

"Will you undertake the trouble of finding another?" said Maria laughing.

"I will," said Pedro.

Maria smiled and Pedro went on reading. Presently Maria began to look about the room.

"What is the matter?" said Pedro.

"I am looking for my account book," said Maria. "What can I have done with it?"

"You may have left it in the kitchen when you were giving orders," said Pedro.

"No; I had it in this room this afternoon."

"You may have taken it to your room."

"I have not been upstairs since then."

"I give it up," said Pedro. "It is not here now and you must have done something with it."

"Yes, I must," said Maria, "but I don't know what. I wonder if Paula could have picked it up and have carried it off with her by mistake."

"I think she could have done just that thing," said Pedro. "If there is any mistake that can make trouble and nuisance to anybody, Paula is the girl to make it."

"Pedro, you ought to be ashamed of yourself," cried Maria. "Paula is a sweet girl, but you do not like her and you are always unjust to her."

Pedro laughed. He liked to tease Maria about Paula. "I shall make no more suggestions," he said. "Find out what you did with it at your leisure."

LESSON 64.

Exercise I.

Change the following conversation to a narrative by changing all the direct discourse to indirect and by retaining the narrative parts unchanged.

CONVERSATION.

"Do you know that your life was in great danger for a while yesterday?" said Mr. Jones to his friend Mrs. Smith one day.

"What do you mean?" she asked.

"Were you not at the New Theater at the matinee yesterday?" he asked.

"Certainly I was there. What of it?"

"While the play was going on, a petroleum light, which should never have been allowed on the stage, caught fire. If one of the employees had not succeeded in extinguishing the flames with his coat, the whole theater would have burned down."

"That would have been terrible," said Mrs. Smith. "I am glad that I did not know what was happening."

"What would you have done if there had been an alarm of fire?" asked Mr. Jones.

"I do not know. I am afraid that I should have fainted or have done something else which would have been the wrong thing to do. What would you have done in my place?"

"I should have sat perfectly still," said Mr. Jones, "and should have waited for the excited crowd to get out of the way."

"You must have a great deal of self-control," said Mrs. Smith.

"I am always perfectly cool headed in danger," said Mr. Jones.

Mrs. Smith admired Mr. Jones' courage very much. She went to call upon her friend Mrs. Robinson that afternoon, and they talked of what might have happened, if the theater had really caught on fire. Mrs. Smith told what Mr. Jones had said.

"That is all very well for Mr. Jones to say," said Mrs. Robinson. "But my husband says that Mr. Jones is one of the most nervous, excitable men he ever knew. At the time of the great typhoon in 1905, my husband and Mr. Jones were at sea together. The ship had a terrible time, and was nearly lost. Mr. Jones could not control his fear. The passengers were all locked in the cabin and Mr. Jones wanted to burst open the door. He acted like a woman."

"He may be more nervous on the water than he is on land," said Mrs. Smith.

"That is true," said Mrs. Robinson, "and he may be fond of pretending to be braver than he really is."

Mrs. Smith went away. "I wonder what Mr. Jones can have done to offend Mrs. Robinson," she said to herself. "He must have made her angry at some time, for she never loses an opportunity to speak unkindly of him. I think she might have remembered that he is my friend, and might have controlled her tongue in speaking of him to me. Even if she could not have said something kind of him, she might have said nothing at all.

A short distance up the road she met her friend Mrs. Savage.

"I have heard all about it," cried Mrs. Savage, "how the lamp caught fire, and how the man put it out, and how you all might have been burned to death but for his presence of mind."

"That reminds me," said Mrs. Smith. "Has anybody done anything to show our appreciation of this man's conduct? He should receive a substantial reward for his coolness and bravery. I must

see about this myself. I shall call upon several persons who were at the theater and whom I know, to see about a public meeting."

"That is quite right," said her friend. "The matter should have been taken up before this, I think."

LESSON 65.

FURTHER REPRODUCTION OF WORK BASED UPON LESSONS 41 TO 63.

Exercise I.

Change the following conversation to a narrative:

One day Pedro came home to dinner in a very bad temper.

"Maria, did you mend my coat this morning?" he asked.

"No, I did not," replied Maria. "I was very busy this morning and forgot all about it."

"That is always the way when I want anything done," said Pedro. "You know very well I wanted to use that coat this afternoon. You might have let some of the other things go, and have done that for me."

"You are right," said Maria. "I was very thoughtless. I will get the coat immediately and have it mended by the time you wish to go away. What time do you want it?"

"I ought to catch the 1.40 train."

"I am afraid that will not give me time to finish it. Why must you hurry so?"

"I have many things to attend to in Manila," said Pedro. "The papers for our land purchase should be seen to, and the insurance on this house. If Jones had only prepared the plans for the new barn, I might have taken them with me, and have arranged with the contractor for the work."

"May not Mr. Jones have finished them by this time?" said Maria. "He told me yesterday they were nearly done. If you should send a note over by the servant while I am mending this coat, you might be able to get the plans and take them with you."

"It would be a great saving of time if I could," said Pedro. "Juan, go over to Mr. Jones' house and ask him if my plans are ready."

Juan went away and came back in a few minutes. "Mr. Jones says that the plans are ready," he said.

"Did you bring them with you?"

"No, sir; you did not tell me to bring them. You told me to ask if they were ready."

"Go back and get them at once," said Pedro. "You might have known that I did not send you over there merely to ask a question. You should have brought them the first time."

LESSON 66.

FURTHER REPRODUCTION WORK BASED UPON LESSONS 41 TO 63.

Exercise I.

Change the following conversation to a narrative:

It was raining and Maria and Pedro could not take their afternoon exercise.

"What shall we do?" said Pedro. "I am tired of reading, and you do not care to play checkers. You should cultivate a taste for checkers, Maria. It would give you something to do on dull days."

"I can find plenty to do at all times," said Maria. "I must do some mending now." She began to look for her workbasket. "I left that workbasket on this table last night," she said. "Where can the servant have put it?"

"He may have taken it to your room," said Pedro.

"He may have done so. You might go upstairs and see."

Pedro came back with the basket in a few minutes. Maria began to work and Pedro watched her.

"I believe I myself could do that mending as well as you do it," he said.

"You can try if you want to," said Maria.

Pedro did not want to try. He got up and began to walk about the house, yawning. "If I should send a note over to Juan and his sister asking them to come over to dinner, do you think they would come?" he asked.

"They might," replied Maria. "You can try anyway. Adela must be lonely in that big house. But perhaps she may think that, if we had wanted her very badly, we could have sent the invitation yesterday."

"How could we have known yesterday that it would rain to-day? I expected to go over there to-day and invite them for to-morrow. Tell her that in the note."

Maria wrote the note and Pedro sent it by the servant. But the servant came back soon, saying that neither Juan nor his sister was at home.

"Where can they have gone?" said Pedro.

"They may have gone to their Uncle's," said Maria. "I remember now that there is a christening feast at his house to-day."

"It seems to me you might have remembered that before you went to the trouble of writing the note," said Pedro.

"Why should I have remembered it any more than you should? You were present when Adela told us about it last week."

Pedro thought a moment. "So I was," he replied. "Well, I do not know that there is anything for me to do but to go to sleep. Wake me at five."

LESSON 67.

CONDITIONAL SENTENCES.

177. *Forms of Conditional Sentences.*—The English language has three forms of conditional sentences. They are represented in the following:

(a) If Juan comes this afternoon, he will be pleasantly surprised to find Pedro here.

(b) Juan, if you will come to my house this afternoon, I will show you how to work your problems.

(c) If Juan should come this afternoon, he would be pleasantly surprised to find Pedro here.

178. *Meaning.*—Those three forms are necessary to express certain slight differences in meaning. If you compare (a) with (b), you will observe that in (a) the Present Tense is used in the conditional clause, while in (b) the Future Tense is used. Both sentences have the Future Tense in the result clause.

The Future Tense is used in the conditional clause of (b) because the condition is dependent upon Juan's will. There is something in the nature of an agreement, or an exchange of promises in the sentence. But in (a) there is no agreement but a certain result is stated as a surety in case the condition is fulfilled.

179. *Vivid and Less Vivid Conditions.*—If now you compare (a) and (c) you find a difference in the vividness of the possible condition. By vividness is meant the feeling that the possibility mentioned in the conditional clause is likely to come true. In (a) it is assumed that Juan will come, that his coming is expected, while in (b) his coming is looked upon as a remote possibility. The implied meaning of (a) is that Juan is in the habit of coming to the speaker's house, and is more than likely to come there again. In (b) the implication is directly opposite. It is regarded as unlikely that Juan may come.

180. *Indirect Discourse Changes.*—In reproduced English, the verb forms of conditional sentences make the usual changes. Present Tenses become Past, *will* changes to *would*, *shall* changes to *should*, and the conditional tenses with *would* and *should* as auxiliaries remain unchanged.

Exercise I.

Write forty conditional sentences of the vivid form of condition, using the Present Tense in the conditional clause and the Future Tense in the result clause. Change to indirect discourse. After each sentence write a short explanation of the speaker's attitude on the probability of the condition. Follow these models:

If the train is on time, our brother will arrive in half an hour.
(The speaker expects the train to arrive on time.)

Juan said that if the train was on time, their brother would arrive in half an hour.

If it rains this afternoon, I shall not wear my new dress to school.
(The speaker expects it to rain.)

Maria said that, if it rained that afternoon, she should not wear her new dress to school.

Do not use the same verb twice in this exercise. Keep a copy of these sentences. They will be required in Lesson 69.

LESSON 68.

[Continuation of Lesson 67.]

Exercise I.

Review paragraphs 178, 179, 180 of Lesson 67. Write forty conditional sentences in the nature of an agreement or exchange of promises using the future tense in both clauses, and change to indirect discourse. After each original sentence, write a short explanation of the meaning you desire to convey in the sentence. Follow these models:

Maria, if you will be a good girl, you may go to the procession to-night. (The mother is trying to obtain a promise from Maria to be a good girl.)

Maria's mother told her that, if she would be a good girl, she might go to the procession that night.

If Pedro will buy the cloth, I will make him a baseball suit. (The speaker hopes to obtain an agreement from Pedro to buy the cloth.)

Pedro's sister said that, if he would buy the cloth, she would make him a baseball suit.

Do not use the same verb twice in the exercise.

LESSON 69.

[Continuation of Lesson 67.]

Exercise I.

Return to the forty sentences which you wrote in Lesson 67, Exercise I, and change them, together with their indirect discourse reproductions, from the vivid to the less vivid form of condition; that is, from the form (a) to the form (c).

LESSON 70.

CONDITIONS CONTRARY TO FACT IN PRESENT AND PAST TIME.

181. *Conditions Contrary to Fact in Present Time.*—We have many sentences in English in which the subordinate clause expresses a supposition contrary to fact, and the principal clause states the result that would occur, were that supposition true. Examples:

(a) If I were a king, I should treat my subjects well. (The speaker is not a king.)

(b) If wishes were horses, beggars might ride. (Wishes are not horses.)

(c) If Pedro understood the lesson, he could learn it. (Pedro does not understand his lesson.)

(d) If Maria had a pencil, she could write her lesson. (Maria has no pencil.)

(e) If Magellan were alive, he would see great changes in the Philippines. (Magellan is not alive.)

182. *Past Tense to Express Present Time.*—In every one of these sentences, the speaker means to say that if these conditions were true at the moment he speaks, the result would follow. Therefore we say that the verb in the first clause expresses present time. But the verb has the form of the Past Tense Subjunctive Mode.

183. *Kinds of Results Which May Follow Conditional Clauses Contrary to Fact.*—In the principal clause following this kind of conditional clause, we find the Past Tense, Potential Mode, but any one of the four auxiliaries, *might*, *could*, *would*, and *should*, may be used according to the kind of result it is desired to predicate. *Might* expresses a probable result, *could* a possible result, *should* (in the first

person) a positive result, and *would* (in the second and third persons) a positive result. Examples:

(a) If the carriage were ready, we *might* go now. (Probable result.)

(b) If the carriage were ready, we *could* go now. (Possible result.)

(c) If the carriage were ready, we *should* go now. (Positive result.)

(d) If the carriage were ready, you *would* go now. (Positive result.)

(e) If the carriage were ready, Pedro *would* go now. (Positive result.)

184. *Indirect Discourse Changes*.—Since the tenses used in this kind of sentences are the Past and Past Potential, neither of which change in reproduced English, these sentences suffer no changes in reproduction other than changes in person and number of verbs and pronouns. If you should reproduce the five sentences given as examples under paragraph 181 they would read as follows. Let us suppose that some one named Juan uttered them all.

(a) Juan said that, if he were a king, he should treat his subjects well.

(b) Juan said that, if wishes were horses, beggars might ride.

(c) Juan said that, if Pedro understood his lesson, he could learn it.

(d) Juan said that, if Maria had a pencil, she could write her lesson.

(e) Juan said that, if Magellan were alive, he would see great changes in the Philippines.

Exercise I.

Construct fifty sentences in each of which the subordinate clause expresses a condition contrary to fact, and the principal clause predicates a result which would probably happen if that condition were true. Change them to indirect discourse. Keep a copy of them for you will need them in a subsequent lesson. Do not use the same verb twice.

Your model sentences for this exercise are (b) in paragraph 181 and (a) of paragraph 183, and for the indirect discourse (b) of paragraph 184. Put your indirect discourse sentences immediately under the direct.

LESSON 71.

[Continuation of Lesson 70.]

Exercise I.

After reviewing Lesson 70 construct fifty sentences in each of which the subordinate clause expresses a condition contrary to fact, and the principal clause predicates a result which should be "possible" if that condition were true. Change your sentences to indirect discourse. Keep a copy of them. They will be required in a subsequent lesson. Do not use the same verb twice.

Your models are sentences (c) and (d) of paragraph 181, and (b) of paragraph 183; for indirect discourse (c) and (d) of paragraph 184. Write your indirect discourse sentence immediately under the direct.

LESSON 72.

[Continuation of Lesson 70.]

Exercise I.

After reviewing Lesson 70, write fifty complex declarative sentences in the first person, in each of which the subordinate clause expresses a condition contrary to fact, and the principal clause expresses a result which would "positively" follow if that supposition were true. Change your sentences to indirect discourse. Keep a copy of them. They will be required in a subsequent lesson. Do not use the same verb twice unless it be the verb "to be," and then only in the subordinate clause.

Your model sentences for this exercise are (a) of paragraph 181 and (c) of paragraph 183; for indirect discourse (a) of paragraph 184. Write your indirect discourse sentence immediately under the direct.

LESSON 73.

[Continuation of Lesson 70.]

Exercise I.

After reviewing again Lesson 70, construct fifty complex sentences in the second and third persons, in each of

which the verb in the principal clause states a result that positively would occur were the condition in the subordinate clause true. Your models are (e) and (d) in paragraph 181 and (e) in paragraph 183. Change your sentences to indirect discourse. Keep a copy of them. They will be required in a subsequent lesson. Do not use the same verb twice unless it be the verb "to be," used in the subordinate clause.

LESSON 74.

[Continuation of Lesson 70.]

INTERROGATIVE FORMS OF CONDITIONAL SENTENCES, EXPRESSING CONDITIONS CONTRARY TO FACT.

185. *Interrogative Forms.*—You have long ago learned how to turn a declarative sentence into an interrogative one by reversing the position of the subject and the predicate. Practically all sentences in which one clause expresses a condition contrary to fact, and the other predicates a result which would occur if the condition were true, can be turned into the interrogative form. But the principal clause is the only one affected in the process. The conditional clause retains its declarative form and signification. When we turn the illustrative sentences given in paragraph 181 of Lesson 70 to interrogative sentences, together with their reproduced forms, they read as follows:

If I were a king, should I treat my subjects well?

Jose wondered if, in case he were a king, he should treat his subjects well.

Jose wondered if he should treat his subjects well if he were a king.

If wishes were horses, might beggars ride?

Jose asked if, in case wishes were horses, beggars might ride.

Jose asked if beggars might ride if wishes were horses.

If Pedro understood his lesson, could he learn it?

Jose asked if, in case Pedro understood his lesson, he could learn it.

Jose asked if Pedro could learn his lesson, if he understood it.

If Maria had a pencil, could she write her lesson?

Jose asked if, in case Maria had a pencil, she could write her lesson.

Jose asked if Maria could write her lesson if she had a pencil.

If Magellan were alive, would he see great changes in the Philippines?

Jose asked if, in case Magellan were alive, he would see great changes in the Philippines.

Jose asked if Magellan would see great changes in the Philippines if he were alive.

186. *Two Forms of Reproduction.*—You will notice that each of these sentences is reproduced in two ways. If you wish to retain the clause order of the original sentence, it is necessary to introduce the words *in case* after *if*. If you do not do this, you will have two *if*'s following each other. Example: "Jose asked if, if he were a king, he should treat his subjects well." We do not like two *if*'s coming together in this way, and, to avoid them, substitute for the second *if* the words *in case*, which are equivalent in meaning. The first *if* is the one which must accompany the verb *asked* (or *wondered*) when it is used to introduce a sentence in indirect discourse, which in the direct can be answered by *yes* or *no*. The second *if* is the one used to introduce the conditional clause in the original sentence. But by changing the order of the clauses, we keep both *if*'s.

187. *Reproduced Sentences in First Person.*—You will note that, in the first sentence, the verb used to introduce the indirect discourse is *wondered* and not *asked*, although the original sentence is clearly a question. But when we ask questions of ourselves, we describe that act as *wondering*. Jose asked himself the question in the first sentence. Therefore we say he *wondered if*.

Exercise I.

Return now to the copies you kept of the sentences in Lessons 70, 71, 72, and 73. Take the first ten sentences of each exercise and change them to interrogative sentences, and then to indirect discourse. In your indirect discourse use the double form of reproduction as it is given in the

illustrative sentences of paragraph 185 and as it is explained in paragraph 186 of this lesson.

LESSON 75.

CONDITIONS CONTRARY TO FACT IN PAST TIME.

188. If you return now to Lesson 70, you will remember that it was said in the lesson that each of the statements made was dependent upon a condition contrary to fact in the time when the remark was made. By introducing an adverbial element fixing a definite past time for the condition named in the sentence, we shall make it necessary to change all Past Tenses to Past Perfect, and all Past Potentials to Past Perfect Potentials. To make the sentences clearer to you, adverbial elements expressing present time will be introduced into the sentences of Lesson 70, so that you can compare them and their reproduced forms with the forms taken when an adverbial element fixing a past time is used. Examples:

Present....	{	If I were a king now, should I treat my subjects well?
		Jose wondered if, in case he were a king, at that time, he should treat his subjects well.
		Jose wondered if he should treat his subjects well if he were a king at that time.
Past.....	{	If I had been a king in the olden days, should I have treated my subjects well?
		Jose wondered if, in case he had been a king in the olden days, he should have treated his subjects well.
		Jose wondered if he should have treated his subjects well if he had been a king in olden times.
Present....	{	If wishes were horses at the present time, beggars might ride.
		Jose said that, at that time, if wishes were horses, beggars might ride.
Past.....	{	If, a hundred years ago, wishes had been horses, beggars might have ridden.
		Jose said that, a hundred years before, if wishes had been horses, beggars might have ridden.
Present....	{	If Pedro understood his lesson, he could learn it now.
		Jose said that, if Pedro understood his lesson, he could learn it then.
Past.....	{	If Pedro had understood his lesson yesterday, he could have learned it.
		Jose said that, if Pedro had understood his lesson the day before, he could have learned it.

Present....	{ If Maria had a pencil, she could write her lesson this very minute. Jose said that, if Maria had a pencil, she could write her lesson that very minute.
Past.....	{ If Maria had had a pencil last night, she could have written her lesson. Jose said that, if Maria had had a pencil the night before, she could have written her lesson.
Present....	{ If Magellan were alive now, he would see great changes in the Philippines. The priest said that, if Magellan were alive then, he would see great changes in the Philippines.
Past.....	{ If Magellan had been alive in 1896, he would have seen great changes in the Philippines. The priest said that, if Magellan had been alive in 1896, he would have seen great changes in the Philippines

Indirect Discourse Changes.—Since all verbs in this class of sentences are in the Past Tenses, no changes take place when the sentences are reproduced in indirect discourse.

Exercise I.

Return now to the fifty sentences which you constructed in Lesson 70 (and of which you were told to keep a copy), and change them all to past time.

LESSON 76.

[Continuation of Lesson 75.]

Exercise I.

Return to Lesson 71, and change the fifty conditional sentences which you constructed in that lesson to past time.

LESSON 77.

[Continuation of Lesson 75.]

Exercise I.

Return to Lesson 72 and change the fifty sentences which you constructed in that lesson to past time.

LESSON 78.

[Continuation of Lesson 75.]

Exercise I.

Return to Lesson 73, and change the fifty sentences which you constructed in that lesson to past time.

LESSON 79.

[Continuation of Lesson 75.]

Exercise I.

Return to Lesson 74, and change the fifty sentences which you constructed to past time.

LESSON 80.

GENERAL REVIEW EXERCISE.

Here are forty sentences in direct discourse. Change them to indirect.

(1) "Pedro, if it does not rain this afternoon, you may go to the ball game," said his mother.

(2) "Pedro, if it does not rain this afternoon you might go to the ball game," said his mother.

(3) "May you achieve all your ambitions, and succeed in whatever you undertake," said Maria's teacher to her.

(4) "If dinner were only ready, we could eat immediately and get back to work in an hour," said Juan.

(5) "Who can have left these flowers on my table?" said the teacher to herself.

(6) "May you not find the post-office closed if you go so late?" said Jose to Maria.

(7) "Sister, you knew that I wanted to see the paper containing the account of the eruptions. You might have saved it for me," said Pedro.

(8) "The children must have come back from school, for their books are on the table," said Mrs. Ocampo.

(9) "We may have a bad storm before the day is over," said the weather clerk.

(10) "Boys, do not throw the ball in the direction of the school-house. You might break the windows," said the principal.

(11) "Pedro can not have gone out, for his hat is still in his room," said his mother.

(12) "If I should visit the leper hospital, I might contract the disease," said Pedro.

(13) "If you go to the concert this afternoon, you will hear some good music," said Paula to Jose.

(14) "If you sweep the room, I will wash the dishes," said Maria to her little brother.

(15) "If the child rides that dangerous horse, he may get his neck broken," said Juana.

(16) "Will you be angry, if I fail to get a good grade at school?" said Jose to his mother.

(17) "Would you be angry if I should fail to get a good grade at school?" said Jose to his mother.

(18) "If I had as good health as Paula has, I could do better work," said Maria.

(19) "If I had as good health as Paula has, I might do better work," said Maria.

(20) "If I had as good health as Paula has, I should do better work," said Maria.

(21) "Children should be seen and not heard," said the angry man.

(22) "I must not forget to pay the grocery bill to-day," said Mr. Ocampo to his wife.

(23) "I must have left my book on the street car, for I had it when I started to school," said Pedro.

(24) "If Pedro had as much sense as he has conceit, he would be a great man," said Maria.

(25) "If Pedro had as much sense as he has conceit, he might be a great man," said Maria.

(26) "If Pedro had as much sense as he has conceit, he could be President of the United States," said Maria.

(27) "If I were you, I should not use my eyes so much," said Maria to Jose.

(28) "If the automobile were mine, I should not let that chauffeur drive it," said Jose.

(29) "Pedro should have written his essay when he was told to do so," said the teacher.

(30) "If the man is elected to the Assembly, it may refuse to receive him," said Paula.

(31) "Would you go to Europe if you could?" said Pedro to his sister.

(32) "If you were in my place, would you accept the position?" said Juan to Paula.

(33) "May the importance of good food and clothing come to be understood by every inhabitant of this island," said Pedro.

(34) "If you have nothing else to do, Jose, you might get some wood from the forest," said his sister.

(35) "Mother, may I borrow your long coat if it rains this afternoon?" said Julio.

(36) "Who can have been meddling with my desk?" said Mr. Ocampo.

(37) "What must the people of Batangas have felt when the shower of mud and ashes descended upon them?" said Jose.

(38) "The children may have made these marks in their books," said the teacher.

(39) "If you were a member of the Assembly, would you vote for female suffrage?" said Maria to Pedro.

(40) "If you had some new eyeglasses, could you do your work any better?" said Jose to Paz.

ACTIVE VOICE, INDICATIVE

Present Tense.*Declarative.*

I go.
Thou goest.
He, she, or it goes.

We go.
You go.
They go.

SINGULAR.

Negative.

I do not go.
Thou dost not go.
He, she, or it does not go.

PLURAL.

We do not go.
You do not go.
They do not go.

Past Tense.

SINGULAR.

I went.
Thou wentst.
He, she, or it went.

I did not go.
Thou didst not go.
He, she, or it did not go.

PLURAL.

We went.
You went.
They went.

We did not go.
You did not go.
They did not go.

Future Tense.

SINGULAR.

I shall go.
Thou wilt go.
He, she, or it will go.

I shall not go.
Thou wilt not go.
He, she, or it will not go.

PLURAL.

We shall go.
You will go.
They will go.

We shall not go.
You will not go.
They will not go.

Present Perfect Tense.

SINGULAR.

I have gone.
Thou hast gone.
He, she, or it has gone.

I have not gone.
Thou hast not gone.
He, she, or it has not gone.

PLURAL.

We have gone.
You have gone.
They have gone.

We have not gone.
You have not gone.
They have not gone.

Past Perfect Tense.

SINGULAR.

I had gone.
Thou hadst gone.
He, she, or it had gone.

I had not gone.
Thou hadst not gone.
He, she, or it had not gone.

PLURAL.

We had gone.
You had gone.
They had gone.

We had not gone.
You had not gone.
They had not gone.

Future Perfect Tense.

SINGULAR.

I shall have gone.
Thou wilt have gone.
He, she, or it will have gone.

I shall not have gone.
Thou wilt not have gone.
He, she, or it will not have gone.

PLURAL.

We shall have gone.
You will have gone.
They will have gone.

We shall not have gone.
You will not have gone.
They will not have gone.

MODE, ORDINARY FORM.***Present Tense.****Interrogative.*

SINGULAR.

Negative-Interrogative.

Do I go?
Dost thou go?
Does he, she, or it go?

Do I not go?
Dost thou not go?
Does he not go?

PLURAL.

Do we go?
Do you go?
Do they go?

Do we not go?
Do you not go?
Do they not go?

Past Tense.

SINGULAR.

Did I go?
Didst thou go?
Did he, she, or it go?

Did I not go?
Didst thou not go?
Did he, she, or it not go?

PLURAL.

Did we go?
Did you go?
Did they go?

Did we not go?
Did you not go?
Did they not go?

Future Tense.

SINGULAR.

Shall I go?
Wilt thou go?
Will he, she, or it go?

Shall I not go?
Wilt thou not go?
Will he, she, or it not go?

PLURAL.

Shall we go?
Will you go?
Will they go?

Shall we not go?
Will you not go?
Will they not go?

Present Perfect Tense.

SINGULAR.

Have I gone?
Hast thou gone?
Has he, she, or it gone?

Have I not gone?
Hast thou not gone?
Has he, she, or it not gone?

PLURAL.

Have we gone?
Have you gone?
Have they gone?

Have we not gone?
Have you not gone?
Have they not gone?

Past Perfect Tense.

SINGULAR.

Had I gone?
Hadst thou gone?
Had he, she, or it gone?

Had I not gone?
Hadst thou not gone?
Had he, she, or it not gone?

PLURAL.

Had we gone?
Had you gone?
Had they gone?

Had we not gone?
Had you not gone?
Had they not gone?

Future Perfect Tense.

SINGULAR.

Shall I have gone?
Wilt thou have gone?
Will he, she, or it have gone?

Shall I not have gone?
Wilt thou not have gone?
Will he, she, or it not have gone?

PLURAL.

Shall we have gone?
Will you have gone?
Will they have gone?

Shall we not have gone?
Will you not have gone?
Will they not have gone?

ACTIVE VOICE, INDICATIVE***Present Tense.****Declarative.*

I am going.
 Thou art going.
 He, she, or it is going.

We are going.
 You are going.
 They are going.

SINGULAR.

Negative.

I am not going.
 Thou art not going.
 He, she, or it is not going.

PLURAL.

We are not going.
 You are not going.
 They are not going.

Past Tense.

SINGULAR.

I was going.
 Thou wast going.
 He, she, or it was going.

I was not going.
 Thou wast not going.
 He, she, or it was not going.

PLURAL.

We were going.
 You were going.
 They were going.

We were not going.
 You were not going.
 They were not going.

Future Tense.

SINGULAR.

I shall be going.
 Thou wilt be going.
 He, she, or it will be going.

I shall not be going.
 Thou wilt not be going.
 He, she, or it will not be going.

PLURAL.

We shall be going.
 You will be going.
 They will be going.

We shall not be going.
 You will not be going.
 They will not be going.

Present Perfect Tense.

SINGULAR.

I have been going.
 Thou hast been going.
 He, she, or it has been going.

I have not been going.
 Thou hast not been going.
 He, she, or it has not been going.

PLURAL.

We have been going.
 You have been going.
 They have been going.

We have not been going.
 You have not been going.
 They have not been going.

Past Perfect Tense.

SINGULAR.

I had been going.
 Thou hadst been going.
 He, she, or it had been going.

I had not been going.
 Thou hadst not been going.
 He, she, or it had not been going.

PLURAL.

We have been going.
 You had been going.
 They had been going.

We had not been going.
 You had not been going.
 They had not been going.

Future Perfect Tense.

SINGULAR.

I shall have been going.
 Thou wilt have been going.
 He, she, or it will have been
 going.

I shall not have been going.
 Thou wilt not have been going.
 He, she, or it will not have been
 going.

PLURAL.

We shall have been going.
 You will have been going.
 They will have been going.

We shall not have been going.
 You will not have been going.
 They will not have been going.

MODE, PROGRESSIVE FORM.***Present Tense.****Interrogative.*

Am I going?
 Art thou going?
 Is he, she, or it going?

Are we going?
 Are you going?
 Are they going?

SINGULAR.

Negative-Interrogative.

Am I not going?
 Art thou not going?
 Is he, she, or it not going?

PLURAL.

Are we not going?
 Are you not going?
 Are they not going?

Past Tense.

SINGULAR.

Was I going?
 Wast thou going?
 Was he, she, or it going?

Was I not going?
 Wast thou not going?
 Was he, she, or it not going?

PLURAL.

Were we going?
 Were you going?
 Were they going?

Were we not going?
 Were you not going?
 Were they not going?

Future Tense.

SINGULAR.

Shall I be going?
 Wilt thou be going?
 Will he, she, or it be going?

Shall I not be going?
 Wilt thou not be going?
 Will he, she, or it not be going?

PLURAL.

Shall we be going?
 Will you be going?
 Will they be going?

Shall we not be going?
 Will you not be going?
 Will they not be going?

Present Perfect Tense.

SINGULAR.

Have I been going?
 Hast thou been going?
 Has he, she, or it been going?

Have I not been going?
 Hast thou not been going?
 Has he, she, or it not been going?

PLURAL.

Have we been going?
 Have you been going?
 Have they been going?

Have we not been going?
 Have you not been going?
 Have they not been going?

Past Perfect Tense.

SINGULAR.

Had I been going?
 Hadst thou been going?
 Had he, she, or it been going?

Had I not been going?
 Hadst thou not been going?
 Had he, she, or it not been going?

PLURAL.

Had we been going?
 Had you been going?
 Had they been going?

Had we not been going?
 Had you not been going?
 Had they not been going?

Future Perfect Tense.

SINGULAR.

Shall I have been going?
 Wilt thou have been going?
 Will he, she, or it have been going?

Shall I not have been going?
 Wilt thou not have been going?
 Will he, she, or it not have been going?

PLURAL.

Shall I have been going?
 Will you have been going?
 Will they have been going?

Shall we not have been going?
 Will you not have been going?
 Will they not have been going?



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